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ABSTRACT

This paper reports the results of a survey conducted in the spring of 1981 that was designed to collect and summarize guidelines on appropriate test use from the various organizations, agencies, and associations involved in standardized educational testing. The primary objective of the study was to learn how these various groups define the issues of appropriate test use and to summarize what they had to say about each of the issues. The first section provides an overview of the materials received from the organizations contacted, while the second section provides abstracts that describe the contents of the documents received. Out of 418 organizations contacted, 40 percent responded to the letter, 21 percent returned some form of document, and 8 percent provided documents that contained guidelines for appropriate test use. A checklist was implemented to review each document, with the following results: (1) Almost all organizations provided guidelines in the category of test score interpretation; (2) The purpose of testing examples of misuse, and procedures for monitoring compliance received less emphasis than interpreting test scores; and (3) Test selection, test administration, scoring tests, communicating results, handling test data, and qualifications of test users received the least attention. Limitations of the survey are also discussed. (Author/EGS)

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RR-84-4

ED250318

RESEARCH REPORT

A SUMMARY OF GUIDELINES FOR TEST USERS

Sandra Costello
David Weiss

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Educational Testing Service
Princeton, New Jersey
February 1984

A Summary of Guidelines for Test Users

Sandra Costello
David Weiss

Educational Testing Service
Princeton, New Jersey 08541

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CONTENTS

	Page
Introduction	1
Section I	2
Survey Procedures	2
An Overview of Documents by Organizational Type	6
Conclusions	12
Section II	15
Test Publishers and Sponsors	16
National Organizations Concerned with Testing	59
School Districts	104
State Departments of Education	126
Appendix A - Survey Letter and Questionnaire	145
Appendix B - Abstract Form	151
Appendix C - Abstract Review Request	155
Alphabetical Index of Abstracts	163

Introduction

This paper reports the results of a survey conducted in the spring of 1981 that was designed to collect and summarize "guidelines on appropriate test use" from the various organizations, agencies and associations involved in standardized educational testing. The primary objective of the study was to learn how these various groups define the issues of appropriate test use and to summarize what they had to say about each of the issues. This report is divided into two sections.

Section I of the report provides an overview of the materials received from the organizations contacted. The purpose of Section I is to explain how the materials were collected, to describe the procedures for reviewing the documents, and to summarize briefly the content of the documents. Section I is not intended to evaluate the contents of these documents, nor is it intended to provide standards for documents dealing with appropriate test use. It is intended as an introduction to the abstracts that are contained in Section II. Section II provides abstracts that describe the contents of the documents received.

SECTION I

Survey Procedures

In March of 1981 a letter and questionnaire (see Appendix A) were sent to over 400 organizations that were identified by ETS staff as likely to have an interest in standardized testing. These groups included test publishers and sponsors and developers of nationally administered standardized tests; state agencies having responsibility for testing; school districts with offices for testing and evaluation; and national associations and government agencies that might be expected to be interested in testing. This latter group consisted of teacher, counselor, researcher, and administrator associations at the school and college level, as well as groups that represented students and parents. Approximately one month after the first mailing a follow-up letter and extra questionnaire were sent to those groups that had not responded.

The questionnaire asked respondents to identify and furnish any written guidelines on test use that their organization provides to clients or the general public. An organization that did not provide its own guidelines but recommended another agency's publication was asked to identify that publication. Further, the organization was asked to describe any procedures it used to monitor compliance with its guidelines.

Of the 418 organizations that were contacted, 40% responded to the letter and 21% returned some type of document. Although slightly fewer than one-fourth of the organizations contacted returned documents, the reader should remember that the list of organizations contacted was based on staff's best estimate of who might have such documents. Table 1 provides a detailed breakdown of responses by type of organization. The types of documents returned included organizational

policy manuals, test-use "guideline" publications, position papers, testing program user manuals, resolutions and proceedings of meetings, bibliographies, and letters offering suggestions. Of the 418 organizations contacted, only 32 (8%) were judged to have specific guidelines on test use or statements that could be considered to function as guidelines.

Approximately 80 testing programs developed by Educational Testing Service were also contacted for this project. These included occupational licensing and certification as well as educational testing programs. To avoid over-representing ETS products, only 6 guideline publications for ETS programs have been included in this discussion.

Table 1

Responses to the Survey
(Excluding ETS Developed Programs)

Type of Organization	Number Contacted	Number (%) Responding	Number (%) Returning Materials	Number (%) with Guidelines
Test Publisher or Sponsor	75	32 (43)	20 (27)	7 (9)
Natl. Organization	206	90 (44)	37 (18)	13 (6)
School District	82	26 (32)	19 (23)	7 (9)
State Office	55	18 (33)	13 (24)	5 (9)
Total	418	166 (40)	89 (21)	32 (8)

Procedures for Including Documents

In order to facilitate the review of the documents, a brief form was developed for abstracting the documents (see Appendix B). The form contains a test-use "content checklist." The items in this checklist were developed from an initial review of test-use guidelines published by the American Psychological

Association, American Personnel and Guidance Association, and the College Board. The following provides a brief definition of the items in the checklist.

1. Purposes of testing - statements regarding the importance of defining in advance the rationale for using a specific test in a given situation.
2. Qualifications of test users - statements regarding the background or expertise of those individuals purchasing, administering, and/or interpreting tests.
3. Test selection - statements identifying criteria and/or procedures for selecting tests.
4. Test administration - statements regarding conditions for insuring that uniform procedures are followed when tests are administered (standardization).
5. Scoring tests - statements of procedures for accurate and consistent scoring, recording, and reporting practices.
6. Interpreting test scores - statements regarding how to assign value to test scores and statements on how and when to use scores in decision making.
7. Communicating test results - statements regarding the appropriate procedure for reporting scores.
8. Handling of data - statements dealing with confidentiality, informed consent, and data obsolescence.

This checklist became the basis for reviewing documents and including them in this report. The documents included did not have to cover all of the content items. However, the intended purpose of the documents had to be a discussion of the appropriate use of tests. At the outset of the project both authors reviewed

a common set of documents to determine what should be considered "guidelines" on test use, and throughout the project consulted with one another on doubtful points. The purpose of the review was to identify and summarize relevant statements, not to evaluate these statements. The content checklist was intended to provide the authors with a tool for systematically reviewing the documents.

An abstract was developed for each document reviewed. In addition to the content checklist, the abstract includes information about the intended audience for the publication, the testing applications addressed, examples of test misuse and procedures for monitoring compliance with guidelines. Each organization was given the opportunity to review and revise the abstract it submitted and the current abstracts reflect the changes made by these reviewers at that time. The letter that requested review of the abstract (See Appendix C) informed each organization that the abstract would be published as is if no response was received by the specified date. All but four organizations responded.

Caveats

It is important to keep in mind several limitations when reviewing the discussion that follows. The documents have been grouped by the type of organization that published them. It is difficult to compare documents because they vary in their intended purpose and audience. The guidelines vary in their level of detail. The range of publications includes guidelines for test developers as well as guidelines for test users.

Identifying guidelines was not always straightforward. In some publications test-use guidelines were the central focus or specifically identified; in others they had to be gleaned from reviewing the entire document or several documents. Where several documents were provided (e.g., a test publisher with

multiple testing programs), an attempt was made to identify the central document or the most comprehensive one.

Finally, it should be noted that the content checklist was intended as an aid for tabulating and summarizing results. Categories are not discrete. An attempt was made to determine the essence of a guideline and to put that guideline in the appropriate category. At times it was difficult to determine if something was truly a guideline; therefore, only those statements that were clearly guidelines were included. The following sections describe the kinds of materials received from the various organizations.

An Overview of Documents by Organizational Type

The following discussion provides a brief overview of the documents received from a specific organizational type. For each organizational type this discussion describes the kind of documents received, summarizes the content of the documents, describes procedures for monitoring compliance with the guidelines, and identifies other publications referred to by the organizations. This discussion is intended only as an overview of the documents; the reader is encouraged to review the abstracts in Section II for more detailed information.

Test Publishers and Sponsors

The title "Test Publishers and Sponsors," as it is used in this report, collectively refers to publishing companies, admissions or policy councils, and examination boards. Most of the documents are organization policy manuals and are intended as statements of accountability for the organization when it sponsors or develops tests. Other documents include manuals prepared for specific tests. The manuals describe the test, its development, how it should

be used, and how to interpret test results. These materials are written for administrators, teachers, counselors, students, parents, government officials, and others.

As a group, the materials covered all of the test-use issues on the content checklist (see page 161). Interpreting test scores received the greatest emphasis, followed by purpose for testing, and procedures for monitoring compliance.

Most materials provided definitions of test scores (e.g., raw scores, percentile ranks, stanines, grade equivalents, etc.) and their appropriate interpretation. Emphasis was placed on identifying the user's rationale for testing, validating the test for a specific purpose, and selecting appropriate norms and descriptive statistics when interpreting group data.

Many of the documents describe procedures for disseminating and storing test score information. Issues addressed in these procedures include confidentiality, rights of access, informed consent for reporting data, and treating obsolete data.

Test misuse was referred to instances in which the guidelines suggested in the particular organization's publication were not followed.

Most organizations said they did not systematically monitor compliance with their guidelines. However, they invited questions or complaints about the use of their tests and said their staffs investigated misuse.
Organizations that monitored compliance reported that they would first attempt to resolve issues of misuse through voluntary correction, but would consider not supplying tests or reporting scores if the misuse continued.

Many organizations refer readers of their documents to other sources for guidance on test use. These sources include:

1. Ethical Standards for Psychologists, American Psychological Association, 1979.

2. Standards for Educational and Psychological Tests, American Psychological Association, 1974.

3. Family Educational Rights and Privacy Act, 1974.

4. Protection for Human Subjects, Title 45, 846.101, CFT.

National Organizations Concerned with Testing

This category includes for the most part professional associations and organizations. One government agency is also represented. The documents submitted by these organizations have been developed either by the organization itself, in conjunction with another organization, or by a professional group unaffiliated with the organization. The documents include books, booklets, statements, journals, drafts, user guides, reports, and guidelines. The audience is as diverse as the documents submitted.

The areas of test use emphasized by these associations and organizations are interpretation of test scores, purposes of testing, and test selection.

Most of the information concerning interpretation of test scores was presented as definitions and comments on different types of test scores such as raw scores, percentiles, normal curve equivalents, grade equivalents, and I.Q. scores. Readers are cautioned not to overgeneralize or infer too much from a single test score; they are encouraged to examine other relevant information about an individual test-taker's.

The examples of test misuse provided by these associations and organizations are described as inappropriate selection, improper administration, inaccurate scoring, improper communication of results, and incompetent interpretation.

To monitor compliance, some associations and organizations appoint committees that are charged with investigating complaints about test misuse. Others conduct research programs or work with other associations or state agencies.

Additional publications recommended by these associations and organizations to their constituents include:

1. Principles, Policies, and Procedural Guidelines Regarding ETS Products and Services, Educational Testing Service, 1977.*
2. Guidelines on the Uses of College Board Test Scores and Related Data, 1977.*
3. American College Testing Program publications.
4. Principles for the Validation and Use of Personnel Selection Procedures, Division of Industrial/Organizational Psychology, APA, 1980.
5. Uniform Guidelines on Employee Selection Procedures, Equal Employment Opportunity Commission, Departments of Labor and Justice, Office of Personnel Management, 25 August 1978.

School Districts

The information provided by school districts includes memoranda, reports, newsletters, booklets, and guidebooks. These materials are intended for use mostly by administrators, teachers, and counselors. Generally, school districts use tests to develop student performance profiles, evaluate the effectiveness of educational programs, and to meet the requirements of local, state, and federal programs.

The major focus of the materials provided by school districts is on examples of misuse and interpretation of test scores. Other categories received substantially less emphasis. These materials provided definitions and interpretations of various types of test scores (e.g., raw scores, scaled scores, percentiles, and stanines).

*More recent editions of these publictions are now available.

Examples of test misues were heavily emphasized in the materials provided by these school districts. In particular, school districts emphasized that the user be responsible for determining whether the test is valid for its intended purpose. Most school districts recommended that users consult with knowledgeable persons to avoid misinterpretation of test results. They also advocated in-service training seminars.

With regard to monitoring compliance, school districts communicated examples of test misuse through memoranda or reports. In one case, school district research associates visit schools to observe testing sessions.

School districts recommended the following sources to their constituents:

1. California Achievement Tests related publications, CTB/McGraw-Hill.
2. Differential Aptitude Tests related publications, Psychological Corporation.
3. Standards for Educational and Psychological Tests, American Psychological Corporation.

State Departments of Education

The materials submitted by state departments of education included booklets that were intended to function as guides for local and/or statewide assessment programs.

All state education department materials addressed primarily the two issues of identifying purposes of testing and interpreting test scores. The materials also focused on qualifications of test users, test selection, scoring tests, and handling of test data, and to a somewhat lesser extent on test administration and communicating test results. In one exceptional case, the material submitted covered every issue listed on the content checklist.

Four of the five state departments of education reported testing to obtain data on individuals or programs for diagnostic and accountability purposes. The

fifth conducted tests to determine eligibility to receive special education and related services.

The information obtained on interpreting test scores varied considerably. Some departments provided information on the manner of reporting results. Others provided descriptive information concerning types of test scores (e.g., raw scores, percentiles, stanines, etc.)

Generally, these state departments of education reported that test results may be used to determine the attainment of specific educational objectives, to make program development decisions, and to identify curricular strengths and weaknesses.

Two major types of test misuse were cited by state departments of education that provided information regarding test misuse:

1. Use of a test to discriminate against an individual on the basis of background or physical handicap, and
2. use of tests of intelligence, ability, achievement, or aptitude as a sole criterion for placement of students in educational groups or tracks.

With regard to monitoring compliance, two departments reported that a committee or representative group conducted evaluations of testing programs based on the obtained test results. Another reported that inquiries concerning compliance were submitted to a county superintendent and then, if necessary, relayed to the State superintendent of public instruction for further consultation.

State departments of education recommended the following publications to their constituencies:

1. Standards for Educational and Psychological Tests, APA, 1974.
2. Guide for School Testing Programs, National Council on Measurement in Education (no date provided).

3. Essentials of Psychological Testing, Lee J. Cronbach, 1960.

4. Guidelines for Selecting Basic Skills and Life Skills Tests, Northwest Regional Educational Laboratory, 1980.

5. Manual on Testing, Northwest Evaluation Association, 1977.

Conclusions

Of the more than 400 organizations contacted in this survey very few (approximately 8%) provided documents that contained "guidelines" for appropriate test use. (Table 2 summarizes, by organizational type, the content areas emphasized in the documents.) The purposes of the documents varied substantially. Some are intended as organizational policy manuals for developing tests and others are user handbooks for specific testing programs. Further, some documents specifically identified guidelines on test use while others included statements that could function as guidelines. When reviewing Table 2 the reader should keep in mind that this variety makes specific comparisons difficult. Finally, the reader should note that while many organizations did not provide their own guidelines, they did suggest that their clients be guided by such publications as Standards for Educational and Psychological Tests (published by the American Psychological Association) and Responsibilities of Users of Standardized Tests (published by the American Personnel and Guidance Association).

Table 2

Coverage of Test-Use Guidelines by Organizational Type

Content Coverage	Test Publishers N=13	National Organizations N=13	School Districts N=7	State Depts. of Educ. N=5	All Organizations N=38
1. Purpose of testing	9	11	3	5	28
2. Qualifications of test users	3	3	3	1	10
3. Test selection	3	9	-	2	14
4. Test administration	5	4	3	3	15
5. Scoring tests	6	3	2	2	13
6. Interpreting test scores	13	13	6	5	36
7. Communicating test results	6	4	3	4	17
8. Handling of test data	6	3	3	1	13
9. Examples of misuses	5	8	7	3	23
10. Procedures for monitoring compliance	8	6	3	3	20

Almost all organizations provided guidelines in the category of test score interpretation. The purpose of testing, examples of misuse, and procedures for monitoring compliance received somewhat less emphasis than interpreting test scores. Test selection, test administration, scoring tests, communicating results, and handling test data received the least attention.

The national associations and organizations provided the most diverse forms of information in both format and content of the four organizational types. One salient observation was the emphasis on examples of test misuse in documents provided by school districts. National associations, as well as test publishers and sponsors, tend to emphasize this to a lesser degree but are more likely to include something resembling a minicourse in statistics in their documents. Test publishers and sponsors also tend to be more program oriented whereas state education department documents tend to resemble planning memoranda.

A number of organizations reported some method for monitoring compliance. However, the procedures mentioned may or may not be documented and are largely passive in nature. Most often a committee discreetly investigates a query and if misuse is determined, the user may receive a warning.

SECTION II

This section provides abstracts of the documents reviewed. Each abstract identifies the author or sponsor of the document, the intended audience, and the document's purpose. Each abstract also contains a checklist that gives a quick overview of the content of the document and a "comments" section that gives additional information about the content. Finally, each abstract identifies procedures for monitoring compliance with guidelines and a person to contact for additional information.

The abstracts are grouped by organizational type:

1. Test Publishers and Sponsors
2. National Organizations Concerned with Testing
3. School Districts
4. State Departments of Education

Within organizational type, the abstracts are arranged alphabetically by author or sponsor. Any organization that did not review the abstract of its guidelines is identified.

Test Publishers and Sponsors

1. The American College Testing Program
2. CTB/McGraw-Hill
3. The College Board
4. Educational Records Bureau
5. Educational Testing Service
6. The Graduate Management Admission Council
7. The Graduate Record Examinations Board
8. The Law School Admission Council
9. The National Teacher Examinations Policy Council
10. The Psychological Corporation
11. The Riverside Publishing Company*
12. Scholastic Testing Service, Incorporated
13. The Test of English as a Foreign Language Policy Council

*Abstract was not reviewed by the organization.

Author or Sponsor: The American College Testing Program, Inc. (ACT)

Testing Program Name: The American College Testing Program

Publication Title: Statement of Policies

Publisher and Year: The American College Testing Program, 1979.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
x (4) Candidates/Students
x (5) Parents
x (6) Other: (educational agencies, government agencies, and representatives)

Distribution

By ACT staff members to institutions and organizations. Program materials are distributed nationwide at the same time as test information.

Testing Application(s)

x (1) Admissions
x (2) Placement
x (3) Guidance
x (4) Program evaluation
x (5) Credit by examination
___ (6) Competency
x (7) Certification
x (8) Licensing
x (9) Other

Recommended uses for institutions, organizations, students, high schools, and colleges.

Purpose and Overview

- To encourage proper use of ACT data and discourage improper use.
- To describe practices and policies implemented by ACT to promote proper use of ACT data.
- To provide statements of guidelines for uses of ACT data by educational institutions and agencies.
- To foster practices related to the use of ACT data consistent with the expectations of the public and the profession regarding individual rights.
- To contribute to improved planning by ACT in the development and implementation of additional procedures for ensuring proper use of ACT data.

Revisions Planned

___ (1) No
x (2) Yes, Date Available: Fall 1983

TEST USE

Related Publications

The American College Testing Program, Inc., Technical Report for the ACT Assessment Program, Iowa, 1973.
The American College Testing Program, Inc., The ACT Assessment Counselor's Handbook, Iowa, 1982.
The American College Testing Program, Inc., Using Your ACT Assessment Results, Iowa, 1982.
The American College Testing Program, Inc., How to Use the ACT Proficiency Examination Program, Iowa, 1979.
The American College Testing Program, Inc., Using The ACT Assessment on Campus, Iowa, 1982.
The American College Testing Program, Inc., ACT Proficiency Examination Program PEP: User's Guide, Iowa, 1981.

Content Checklist

x (1) purposes of testing
x (2) qualifications of test users
x (3) test selection
x (4) test administration
x (5) scoring tests
x (6) interpreting test scores
x (7) communicating test results
x (8) handling of test data
x (9) other

Comments

An outline of ACT's Statement of Policies is presented below. A copy of this document is available upon request from The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243.

Use of ACT Data

I. Objectives of ACT's Practices, Policies, and Guidelines on the Use of Test Scores and Other Data

II. ACT Practices to Promote Proper Uses of Data

III. Responsibilities of ACT and Guidelines for Institutions on the Use of Data Collected through ACT Programs

IV. Guidelines for Use of Data Collected by ACT for Third Parties

V. ACT's Responsibility for Monitoring Implementation of these Policies and Guidelines

Comments (continued)

Privacy of ACT Information and Data Files

I. Objectives of ACT's Policies on Privacy of Data

II. General Statements of Policy Regarding All Data Collected, Stored, or Disseminated by ACT

III. Policies Specific to Individual Data from ACT Proprietary Programs

IV. Policies Specific to Institutional Data

V. Policies Specific to the Release of ACT Statewide Profiles

VI. Policies Specific to the Use of Data for Research

VII. Specific Statements of Policy Regarding Data Maintained through Contracts

VIII. Specific Statements of Policy Regarding Statutory Requirements

Responsibilities to Program Participants

Central to the effectiveness of ACT's role as an educational service agency is the relationship between ACT and the individual participants in its programs and services. This section addresses issues significant to the relationship with these individuals, who range from teenagers to older adults and who are a cross section of the mix of persons involved in all phases of American education.

Examples of Misuse

Refer to "Comments"

Procedures for Monitoring Compliances

Refer to "Comments"

Person to Contact for Additional Information

Name: Michael Kane, Vice President, Research and Development Division
Organization: The American College Testing Program
Address: P.O. Box 168, Iowa City, Iowa 52243
Telephone Number: (319) 337-1067

Author or Sponsor: CTB/McGraw-Hill

Testing Program Name: California Achievement Tests (CAT)

Publication Title: Class Management Guide Forms C and D California Achievement Tests

Publisher and Year: CTB/McGraw-Hill, 1978.

Audience

___(1) Administrators
_x_(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

Test manuals are included with each package of test booklets. Parents' guides have been widely distributed and are also available upon request.

Testing Application(s)

___(1) Admissions
_x_(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: Achievement planning instruction

Purpose and Overview

To help the classroom teacher interpret and use the results of forms C and D of the CATs.

Revisions Planned

_x_(1) No
___(2) Yes, Date Available:

Related Publications

CTB/McGraw-Hill, Parents Guide to Understanding Tests, California, 1976.
CTB/McGraw-Hill, Guidelines for Fair Representation of Disabled People in McGraw-Hill Book Company Publications, California, no date provided.
Other internal materials concerning bias-free publishing.

Content Checklist

___(1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
__x_(6) interpreting test scores
__x_(7) communicating test results
___(8) handling of test data
__x_(9) other

Comments

Concerning interpretation of test results, one can find a review of types of tests and measurement terms, kinds of test scores, computer-generated report forms, report forms for hand recording, and suggestions for communicating test results in a positive, honest manner to both parents and students. It is suggested that during a parent-teacher conference the teacher should be able to explain what the test score(s) mean(s), what decisions were made based on these test results, and how the parents can help their child(ren) learn. The remainder of the text provides information about the content organization of CAT C and D forms, also recommended instruction activities for CAT C and D objectives.

The text also provides a discussion of the types of test scores available. The following are several examples. The raw scores are especially suited for criterion-referenced interpretation. A percentile rank indicates the percentage of students in a norm group whose scores fall below a particular student's raw score. Stanines are less precise than a percentile rank but are relatively easy to work with and to interpret. Grade equivalents compare a student's raw score with the median raw score obtained by the norm group at a particular time of the school year. Normal curve equivalents are represented on an equal interval scale of 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Scale scores are produced from a single, equal-interval scale of scores across all grades for use with all levels and forms of the test. Anticipated achievement scores provide estimates of the extent to which an individual student is achieving in accordance with expectations for students of similar age, grade, and academic aptitude. Objectives mastery scores indicate whether a student has mastered or not mastered the objective.

A staff of professional evaluative consultants is available for assistance to schools.

Standards for Educational and Psychological Tests is also recommended to constituencies.

Examples of Misuse

Not applicable

Procedures for Monitoring Compliances

Not applicable

Person to Contact for Additional Information

Name: June C. Duran; Assistant Vice President
Organization: CTB/McGraw-Hill
Address: Del Monte Research Park, Monterey, California 93940
Telephone Number: (408) 649-7838

Author or Sponsor: College Entrance Examination Board

Testing Program Name: Admissions Testing Program and others

Publication Title: Guidelines on The Uses of College Board Test Scores and Related Data

Publisher and Year: College Entrance Examination Board, 1981.

Audience

- x (1) Administrators
- x (2) Teachers
- x (3) Counselors
- x (4) Candidates/Students
- x (5) Parents
- x (6) Other: Those who are concerned about the use of College Board tests and data.

Distribution

Guidelines are distributed to guidance directors, school and college administrators, legislators, the media, state and federal educational agencies and associations, teachers, parents, and students.

Testing Application(s)

- x (1) Admissions
- x (2) Placement
- x (3) Guidance
- (4) Program evaluation
- x (5) Credit by examination
- (6) Competency
- (7) Certification
- (8) Licensing
- x (9) Other: Achievement, Recruitment

Purpose and Overview

These guidelines describe how the College Board, as sponsor of test services, interprets its own responsibilities in relation to the public and its clientele of users, and what additional responsibilities it believes the users of these services to have. The guidelines also state the conditions the Board regards as appropriate for the several uses of its tests, call attention to certain practices it regards as inappropriate, and set forth the procedure to follow in questioning the use of test scores and related data.

Revisions Planned

- x (1) No
- (2) Yes, Date Available:

Related Publications

Not provided

TEST USE

Content Checklist

x (1) purposes of testing
x (2) qualifications of test users
___(3) test selection
___(4) test administration
x (5) scoring tests
x (6) interpreting test scores
___(7) communicating test results
x (8) handling of test data
x (9) other

Comments

The following is a summary of selected guidelines that are representative of the major sections of the document:

It is the responsibility of the College Board to give careful attention to the publication titled Standards for Educational and Psychological Tests and provide users with full information about the purposes and nature of its services, and advise educational institutions and agencies about test limitations. The College Board is to ensure appropriate use of its tests and related services by maintaining testing instruments, providing information on how to use the services properly and inquiring about known or reported misuse. Faculty members should periodically review tests for potential obsolescence. The College Board supports the maintenance of effective procedures for protecting the privacy of individual candidates, verifying the scores of test candidates who question their accuracy, and responding carefully to candidate queries or complaints.

Schools, colleges, and scholarship agencies that use College Board test scores and other related information should assign test use responsibilities to people knowledgeable about educational measurement; provide candidates with full information about the tests; and treat candidate data confidentially.

When College Board tests are used for counseling purposes, counselors should advise counselees of what tests they may need to take, when and where they might take the tests, testing schedules, and how they can interpret their scores; explain the limitations of tests; inform students that admissions test scores are used by most colleges with secondary school records and other criteria.

When institutions use College Board tests and related data for recruiting purposes, they should seek to recruit only those students they are capable of assisting; identify the source of the information at the time they first contact prospective applicants; use the information only for their own recruiting purposes; and provide prospective applicants with relevant information about the institution and the characteristics of enrolled students and recent graduates.

When colleges use College Board tests for selection purposes, the responsible officials or committee members should know about tests' limitations; consider other relevant information about the applicant; validate data used in the selection process regularly; and maintain the confidentiality of test scores and other admissions data.

When colleges use College Board tests for placement and credit purposes, they should determine if the particular test is appropriate; consider the performance levels and ranges of their enrolled students; and accept the transfer of credits by examination when scores meet their own standards.

Examples of Misuse

(1) Using the SAT as a measure of the overall performance either of teachers or of schools.

(2) Encouraging the belief that the SAT or other College Board tests measure a person's worth as a human being.

(3) Using test scores as the sole basis for important decisions affecting the lives of individuals, when other information of equal or greater relevance and the resources for using such information are available.

(4) Using SAT or other College Board scores in ways that are not based on appropriate consideration of their validity.

(5) Providing inadequate or misleading information about the actual influence of test scores on particular judgments or decisions.

(6) Requiring or recommending that certain tests be taken when the scores are actually not used at all or are used to a negligible extent.

(7) Interpreting the scores on any test without regard to the standard error of measurement.

Procedures for Monitoring Compliances

Questions about the use of College Board test scores and related data should be directed in writing to the Chairman of the Executive Council of the appropriate Regional Assembly of the College Board. A full description of the particular use that is questioned should be given. The matter will be followed up and the findings reported to the person initiating the query or complaint.

Person to Contact for Additional Information

Name:	Mr. Sam McCandless, Vice President for Regional Offices
Organization:	The College Board
Address:	888 Seventh Avenue, New York, NY 10106
Telephone Number:	(212) 582-5210

Author or Sponsor: Educational Records Bureau (ERB)

Testing Program Name: Comprehensive Testing Program (CTP II)

Publication Title: Using The Test Results: What To Do When Scores Arrive

Publisher and Year: Educational Records Bureau, 1982.

Audience

x	(1) Administrators	___	(4) Candidates/Students
x	(2) Teachers	___	(5) Parents
x	(3) Counselors	___	(6) Other:

Distribution

Member schools receive this information.

Testing Application(s)

x	(1) Admissions	x	(4) Program evaluation	___	(7) Certification
x	(2) Placement	___	(5) Credit by examination	___	(8) Licensing
x	(3) Guidance	x	(6) Competency	___	(9) Other

Purpose and Overview

This document explains how to interpret CTP II scaled scores and provides guidelines for preparing reports based on information taken from score data sheets. Emphasis is given to use of the scores by school personnel.

Revisions Planned

x (1) No
___ (2) Yes, Date Available:

Related Publications

Educational Records Bureau, Comprehensive Testing Program Teacher Handbook, USA, 1979.

TEST USE

Content Checklist

___ (1) purposes of testing
___ (2) qualifications of test users
___ (3) test selection
___ (4) test administration
___ (5) scoring tests
_x_ (6) interpreting test scores
_x_ (7) communicating test results
_x_ (8) handling of test data
___ (9) other

Comments

Test results may be used for planning individualized instruction, evaluating an individual's progress over time, reporting pupil achievement to parents, and evaluating pupil's achievement for parents.

Group results may be used to discern effects of changes in curriculum, establish classification and grade policies, evaluate instructional materials, and assist in major curriculum changes.

Reports prepared for parents or guardians should encourage them to discuss the data with school personnel.

In general, reports should take into consideration:

1) how students' reading and mathematics skills compare with students nationwide.

2) how students' reading and mathematics skills compare with other reference groups.

3) how student performance at different grade levels compare with each other.

4) how students perform on components within reading skills and mathematics skills.

5) how student enrollment in each grade is distributed within the score range.

Data obtained from the CTP II are available in the form of raw scores, converted scores, percentile rank scores, and stanine scores. Three levels of norms are generated based on a national public school population, suburban public schools (SNTM) and independent schools (INTM).

The ERB Comprehensive Testing Program (CTPII) does not predict success in latter life, or measure creativity or emotional stability.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

Procedures for monitoring test use or misuse are not documented. The topic is discussed at school workshops and school meetings.

Person to Contact for Additional Information

Name: R. Bruce McGill, President
Organization: Educational Records Bureau
Address: 37 Cameron Street, Wellesley, MA 02181
Telephone Number: (617) 235-8920

Author or Sponsor: Educational Testing Service (ETS)

Testing Program Name: (Applies to all ETS programs)

Publication Title: ETS Standards for Quality and Fairness

Publisher and Year: Educational Testing Service, 1981.

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: ETS program management and users of ETS' products and services.

Distribution

Available to the public upon request

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: All testing programs developed by ETS

Purpose and Overview

To ensure that ETS products and services meet demonstrable criteria with respect to seven areas of basic importance: Accountability, Confidentiality of Data, Product Accuracy and Timeliness, Research and Development, Tests and Measurement, Test Use, Technical Assistance, Advice and Instruction.

Revisions Planned

___(1) No
_x_(2) Yes, Date Available: It is likely that the revision process will continue for the next 2 - 3 years.

Related Publications

Educational Testing Service, Public Interest Principles, 1981.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___ (2) qualifications of test users	x (7) communicating test results
x (3) test selection	x (8) handling of test data
x (4) test administration	x (9) other
x (5) scoring tests	

Comments

ETS's "Standards" attempt to codify practices used in various ETS programs and services. Three types of standards are included: general principles, specific policies, and procedural guidelines. The principle and policies specifically addressing test use are as follows:

Principle

Proper and fair use of ETS tests is essential to the social utility and professional acceptance of ETS work.

Policies

A. ETS will set forth clearly to sponsors, institutional or agency users, and examinees the principles of proper use of tests and interpretation of test results.

B. ETS will establish procedures by which fair and appropriate test use can be promoted and misuse can be discouraged or eliminated.

Procedural Guidelines

1. Program publications should:

   a. describe appropriate use and caution against potential misuses of program tests;

   b. explain clearly that test scores reflect past opportunity to learn and discourage test interpretations that go beyond reasonable inferences from test performance;

   c. emphasize that an individual's test score should be interpreted in the context of other information about him or her;

Comments (continued)

d. provide appropriate information about test content, difficulty, and purpose to help the institutional or agency user select instruments that meet the measurement requirements of the situation and avoid selecting, requiring or using inappropriate tests;

e. invite institutional or agency users to consult with the program sponsor and/or ETS about their current or intended uses of ETS-developed tests and identify the offices to be contacted for this purpose;

f. summarize results of research relevant to the use of the test or cite references in which such results are reported;

g. describe adequately and clearly scale properties that affect score interpretation and use;

h. advise institutional or agency users that decisions about the application of single or multiple prediction equations, based on distinguishing characteristics such as sex, ethnic group or curricular emphasis or training, should be preceded by careful examination of social, educational and psychometric factors;

i. advise institutional or agency users that if examinees are grouped on the basis of test scores, provision should be made for frequent review of group assignments to determine actual performance;

j. stress that pass/fail or cut-off scores established for such purposes as admission, credit, or certification should be used as a basis for decision making only if the institutional or agency user has a carefully developed rationale, justification, or explanation of the cutting score that is adopted; and

k. encourage institutional or agency users to reexamine cut-off score policies periodically to minimize or eliminate possible disproportionate exclusion of members of any group such as men and women drawn from diverse backgrounds (e.g., major ethnic, handicapped and other subgroups of the population of interest) in the face of other evidence that would predict their success or indicate their competence.

2. Special (nonprogram) publications should be developed and disseminated by ETS to promote fair use of tests and discourage misuse of tests.

3. Complaints or information about questionable interpretation or use of reported scores should be investigated by means of procedures designed for detecting misuse. Such procedures should be documented, and records should be kept of such complaints and their disposition.

4. In cases where a clear misuse is brought to its attention, ETS should inform the sponsor and the institutional or agency user of ETS's opinion as to the misuse and seek voluntary correction of the misuse. If reasonable efforts to seek voluntary correction are not successful, ETS, in conjunction with the sponsor, should take steps to determine whether to continue supplying tests or reporting scores to the institutional or agency user.

Examples of Misuse

Refer to "Comments"

Procedures for Monitoring Compliances

Although ETS does not have complete authority to determine how the guidelines will be implemented, it does encourage and assist the sponsors of its tests in implementing them. Program publications invite questions and explain how complaints will be handled. Also, the ETS Office of Corporate Quality Assurance conducts regular periodic program audits to ensure that ETS "Standards" are being complied with.

Person to Contact for Additional Information

Name:	Office of Corporate Quality Assurance
Organization:	Educational Testing Service
Address:	Princeton, NJ 08541
Telephone Number:	(609) 734-5013

Author or Sponsor: Graduate Management Admission Council (GMAC)

Testing Program Name: Graduate Management Admission Test (GMAT)

Publication Title: 1982-1983 GMAT Guide to the Use of GMAT Scores

Publisher and Year: Graduate Management Admission Council, 1982.

Audience

x (1) Administrators (Admissions)
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
x (6) Other: Score-receiving institutions

Distribution

To all score-receiving institutions.

Testing Application(s)

x (1) Admissions
___(2) Placement
x (3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other: Selection for financial aid

Purpose and Overview

To provide GMAT score users with information about the nature of the test and the test scores, and guidelines for appropriate and inappropriate uses.

Revisions Planned

___(1) No
x (2) Yes, Date Available: Revised annually; new edition available in July.

Related Publications

Educational Testing Service, 1982-83 GMAT Bulletin of Information, Graduate Management Admission Test, New Jersey, 1982.
Graduate Management Admission Council, GMAT Candidate Score Interpretation Guide, USA, 1982.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	x (7) communicating test results
___(3) test selection	___(8) handling of test data
___(4) test administration	___(9) other
___(5) scoring tests	

Comments

This guide contains information about the nature of the GMAT, and about the accuracy and interpretation of the scores. The assessment of educationally disadvantaged students, foreign students, and handicapped students is discussed as well. Reporting services, such as the preadmission report, are described.

It has been found that GMAT scores tend to be good predictors of academic success in the first year of study at graduate schools of management, although when using GMAT scores it is best to use more than one criterion to evaluate an applicant, validate the tests, determine the test's limitations, and establish suitable cut-off scores. Since GMAT scores are standardized for all examinees, scores earned by different people can be compared directly and can be used effectively when combined with local data. Do not, however, compare GMAT scores with scores on other tests.

GMAT scores may be used for selection of applicants for graduate study in management, selection of applicants for financial aid, and for counseling and guidance.

Examples of Misuse

(1) Using GMAT scores as a requisite for awarding a degree.
(2) Using GMAT scores as a requirement for licensing or certification to perform a job.
(3) Using GMAT scores as a requirement for job-related rewards.
(4) Using GMAT as an achievement test.
(5) Using GMAT as a diagnostic test.

Procedures for Monitoring Compliances

When GMAT program staff become aware of potential test misuse cases, they seek more information and frequently get in touch with the "misuser" to point out the concern. To date, a system of soliciting information on a routine basis regarding misuse from either examinees or institutions has not been instituted. However, the GMAC has been considering such a policy.

Person to Contact for Additional Information

Name: Lawrence W. Hecht
Organization: Educational Testing Service
Address: Princeton, NJ 08541
Telephone Number: (609) 921-9000

Author or Sponsor: Graduate Record Examinations Board

Testing Program Name: Graduate Record Examinations Program

Publication Title: GRE 1981-82 Guide to the Use of the Graduate Record Examinations

Publisher and Year: Educational Testing Service, 1981.

Audience

_x_ (1) Administrators
___ (2) Teachers
___ (3) Counselors
___ (4) Candidates/Students
___ (5) Parents
_x_ (6) Other: University deans and faculty

Distribution

Approximately 11,000 graduate school deans, admissions officers, and department heads receive the publication annually.

Testing Application(s)

_x_ (1) Admissions
___ (2) Placement
_x_ (3) Guidance
___ (4) Program evaluation
___ (5) Credit by examination
___ (6) Competency
___ (7) Certification
___ (8) Licensing
_x_ (9) Other: Fellowship awards

Purpose and Overview

The primary purpose of this document is to help university deans, faculty, and other administrators responsible for graduate admissions, or fellowship awards use GRE scores as an aid in their decisions, whether or not they have studied psychometrics or statistics.

Revisions Planned

___ (1) No
_x_ (2) Yes, Date Available: undecided

Related Publications

Educational Testing Service, GRE 1981-82 Information Bulletin Graduate Record Examinations and Minority Graduate Student Locator Service, New Jersey, 1981.

TEST USE

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
x (7) communicating test results
x (8) handling of test data
___(9) other

Comments

Included in this publication are details concerning the statistical characteristics of the tests, a brief description of the test development process, and score interpretation data. There are also statements about the types of tests offered and what they are intended to measure.

The GRE scores are released only to approved institutions and sponsors and only at the written request of the examinees. Special score problems such as interpreting two or more scores for the same applicant, using old GRE scores, questions concerning minority students' scores, testing handicapped individuals, and foreign students' test scores are discussed in the text.

The guidelines for requiring or recommending GRE scores basically suggest that the user should validate the test content and understand the limitations of the test.

When using GRE scores it is important to use other criteria; assign cutoff scores with care; avoid comparisons across tests; and ignore small score differences.

Aptitude or Advanced Tests may be used for selecting applicants for graduate school, selecting fellowship applicants for awards, and guidance and counseling.

The Advanced Tests should only be used for evaluation of the effectiveness of an undergraduate program, for evaluation of the effectiveness of a master's program, as a requirement for conferral of a degree, for credit-by-examination at the undergraduate level, as a senior comprehensive examination at the undergraduate level, as a comprehensive examination for advancement to candidacy in a master's program, and as a comprehensive examination for advancement to candidacy in a doctoral program.

Examples of Misuse

Using the GRE Aptitude Test as a requirement for conferral of degree, credit-by-examination, advancement to candidacy, or any non-educational purpose; for example, as a measure of native intelligence or for employment purposes.

Procedures for Monitoring Compliances

There are no formal procedures. Staff members informally investigate reports and complaints of alleged misuses of GRE scores, work with institutions and students to resolve disputes and correct improper procedures, and report unresolved cases to the GRE Board for its advice and possible action.

Person to Contact for Additional Information

Name: Cheryl L. Wild - GRE Program
Organization: Educational Testing Service
Address: Princeton, New Jersey 08541
Telephone Number: (609) 921-9000

Author or Sponsor: Law School Admission Council (LSAC)

Testing Program Name: Law School Admission Test

Publication Title: Cautionary Policies Concerning Use of the LSAT and LSDAS

Publisher and Year: Law School Admission Council (no date).

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
x (4) Candidates/Students
x (5) Parents
x (6) Other: General

Distribution

Available to anyone on request; however, it is primarily distributed to law school deans, LSAC council representatives, all members of admissions committees, and LSAC board and committee members.

Testing Application(s)

x (1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other

Purpose and Overview

To minimize unwise or indefensible uses of LSAT scores and LSAC services by law schools, and to protect applicants from inappropriate treatment and unfair decisions based on improper use of the services.

Revisions Planned

___(1) No
x (2) Yes, Date Available: Regularly.

Related Publications

Law School Admission Council - Association of American Law Schools, Legal Affairs Manual, Washington, D.C., 1976.
Law School Admission Council - Law School Admission Services, Operations Reference Book, Washington, D.C., 1982.
Law School Admission Council - Law School Admission Services, Law School Admission Test: Sources, Contents and Uses, Washington, D.C., 1982.
Law School Admission Council - Law School Admission Services, Prelaw Adviser's Kit, Pennsylvania, 1982.

TEST USE

Content Checklist

___(1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
_x_(6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
___(9) other

Comments

The major focus of the text is to provide cautions against misuse of LSAT scores.

Examples of Misuse

(1) Using the LSAT as a sole criterion for admissions; (2) relying on the LSAT without testing its predictive utility at the user's own school; (3) using LSAT scores without knowledge of the test's limitations; (4) improper use of cut-off scores; (5) placing excessive significance on score differences; (6) misapplying LSAT score requirements to handicapped applicants; (7) misusing repeater scores; (8) encouraging the use of LSAT for other than admission functions; (9) relying on the LSDAS without examining necessary additional information; (10) substituting the one-page LSDAS report for an actual transcript; (11) misusing the predictive index available on the LSDAS report.

Procedures for Monitoring Compliances

Not Provided

Person to Contact for Additional Information

Name: Bruce I. Zimmer, Executive Director
Organization: Law School Admission Council
Address: Eleven Dupont Circle, N.W., Suite 150, Washington, D.C. 20036
Telephone Number: (202) 387-5750

Author or Sponsor: National Teacher Examinations Policy Council

Testing Program Name: National Teacher Examinations

Publication Title: Guidelines for Using National Teacher Examinations

Publisher and Year: Educational Testing Service, 1979.

Audience

___(1) Administrators
_x_(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: State departments of education

Distribution

Not provided

Testing Application(s)

___(1) Admissions
___(2) Placement
_x_(3) Guidance
_x_(4) Program evaluation
___(5) Credit by examination
___(6) Competency
_x_(7) Certification
___(8) Licensing
_x_(9) Other: Selecting teachers

Purpose and Overview

To present guidelines for the use of the NTE and to provide information about the nature of NTE, its purpose, and the results of certain court decisions related to NTE use.

Revisions Planned

___(1) No
_x_(2) Yes, Date Available: Revisions planned during 1982-83.

Related Publications

Not provided

TEST USE

Content Checklist

x	(1) purposes of testing	x	(6) interpreting test scores
___	(2) qualifications of test users	___	(7) communicating test results
___	(3) test selection	___	(8) handling of test data
___	(4) test administration	___	(9) other
___	(5) scoring tests		

Comments

Colleges and universities can use the NTE to obtain information for purposes of reviewing their instructional programs, admission and retention policies, and grading procedures, and also for counseling prospective teachers. State officials and legislators may use NTE results to obtain evidence regarding subject matter of teacher preparation programs and to develop profiles of prospective teacher's knowledge and skills. An NTE score may act to endorse a teaching area in addition to a regular certificate. NTE scores can be used in selecting teachers when combined with other criteria.

Examples of Misuse

(1) Using the NTE with inservice teachers for determining a teacher's retention, tenure, or status.

(2) Using arbitrary cut-off scores on the NTE for any purpose is discouraged.

(3) Using the NTE as the sole basis for evaluating the educational impact of a teacher education program upon its students.

Procedures for Monitoring Compliances

In cases where clear misuse is brought to the attention of the Council, it will, upon investigation and after deliberation, seek voluntary correction of the misuse. If reasonable efforts to seek correction by voluntary means are not successful, the Council will consider additional steps that might be taken, including determining whether to continue supplying tests or reporting scores to the institution or agency involved in the misuse.

Person to Contact for Additional Information

Name: Mr. William U. Harris
Organization: Educational Testing Service
Address: Princeton, NJ 08541
Telephone Number: (609) 921-9000

Author or Sponsor: The Psychological Corporation

Testing Program Name: Iowa Silent Reading Tests (ISRT)

Publication Title: Guide for Interpretation and Use: Iowa Silent Reading Tests

Publisher and Year: Harcourt, Brace and Jovanovich, Inc., 1973.

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	___(5) Parents
x (3) Counselors	___(6) Other:

Distribution

None described

Testing Application(s)

___(1) Admissions	x (4) Program evaluation	___(7) Certification
___(2) Placement	___(5) Credit by examination	___(8) Licensing
x (3) Guidance	___(6) Competency	___(9) Other

Purpose and Overview

To help teachers and administrators make the best use of 1972 Iowa Silent Reading Tests. It is designed to accompany the Level 2 Manual of Directions, and offers a detailed description of the tests and rationale behind their development. It also includes specific suggestions for applying the test results in the classroom, in the school, and in the school system. Technical information about the test is also provided.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided.

Related Publications

The Psychological Corporation, 1981 Catalog Supplement and Price List, USA, 1980.
The Psychological Corporation, 1980 Catalog "Resources for Decision Making", no date provided.
The Psychological Corporation, Counseling From Profiles, New York, 1977.
The Psychological Corporation, Your Aptitudes, New York, 1963.
The Psychological Corporation, Metropolitan Achievements: Teachers Manual for Administering and Interpreting, USA, 1978.

Related Publications (continued)

Harcourt, Brace, & Jovanovich, Inc., Stanford Achievement Test: Teacher's Guide for Interpreting, USA, 1974.
Harcourt, Brace, & Jovanovich, Inc., Stanford Achievement Test: Administrators Guide for Interpreting, USA, 1974.

TEST USE

Content Checklist

___(1) purposes of testing
___(2) qualifications of test users
_x_(3) test selection
_x_(4) test administration
_x_(5) scoring tests
_x_(6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
_x_(9) other

Comments

The following statements serve to guide the user in selecting, administering, and scoring tests. Additional comments that may be useful in interpreting test scores are also included.

When selecting the level of a test to be administered, the user must keep in mind the characteristics of the students to be tested. It is most appropriate for the ISRT to be administered in the spring since ISRT were standardized during April and May. ISRTs may be hand scored or machine scored. HBJ scoring service offers Pupil Profiles, Reports of Scores, or combinations thereof, and a Class Record.

The ISRT standard score scale has two major limitations: (a) although standard scores are equivalent across levels and forms of the same test, they are not equivalent across tests, and (b) the scores by themselves lack intrinsic meaning. The R-E Index (reading efficiency) is determined from the students raw score and the number of items attempted on the Reading Efficiency test; it is a test-referenced score because its interpretation must be related specifically to the particular level of the ISRT taken. Stanines, like percentile ranks, are norm-referenced and are comparable from test to test within a grade. The limitations of stanines are similar to those of percentile ranks, except that stanines have equal intervals. Stanines, like percentile ranks, are dependent on a specific reference group, and do not reflect amounts of achievement in the same sense that the ISRT standard score scale does.

Teachers may use test results to plan instruction. Counselors usually use test results to help students make plans for their academic or vocational futures. Administrators usually use test results to guide curriculum planning.

The guide also contains information about pilot tests of the Level 2 ISRT, the national item analysis program, national standardization, development of norms, development of standard scores, and ISRT's reliability and validity.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

The sale of tests is restricted in accordance with the principles stated in the "Ethical Standards of Psychologists" published by the American Psychological Association. The seller has the right to withhold or withdraw approval for test purchase where there is evidence of violation. Tests are not sold for self-guidance nor for any "testing and counseling by mail." Users agree to guard against improper use. The purchaser also agrees to comply with the basic principles of test security.

Person to Contact for Additional Information

Name:	Dr. Joann Lenke, Assistant Director of Measurement Division
Organization:	The Psychological Corporation
Address:	7500 Old Oak Boulevard, Cleveland, Ohio 44130
Telephone Number:	(216) 234-5300

Author or Sponsor: *The Riverside Publishing Company

Testing Program Name: Iowa Tests of Basic Skills (ITBS)

Publication Title: ITBS, Teachers Guide, Levels 9-14, Forms 7/8

Publisher and Year: Houghton Mifflin Company, 1979.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

Teachers guides are intended for administrators and teachers. The technical manuals are generally used by counselors and administrators.

Testing Application(s)

___(1) Admissions
___(2) Placement
x (3) Guidance
x (4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
x (9) Other: Assess the development of early educational experience in basic skills

Purpose and Overview

To provide appropriate guidance for proper use of tests and test results.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

The Riverside Publishing Company, ITBS, PB How To Interpret Scores, USA, no date provided.
The Riverside Publishing Company, ITBS, ML How To Interpret Scores, USA, no date provided.
The Riverside Publishing Company, TAP, How To Interpret Scores, USA, no date provided.
The Riverside Publishing Company, CogAT, How To Interpret Scores, USA, no date provided.

*Abstract was not reviewed by the organization.

TEST USE

Content Checklist

x (1) purposes of testing	x (5) interpreting test scores
x (2) qualifications of test users	___(7) communicating test results
___(3) test selection	___(8) handling of test data
x (4) test administration	x (9) other
x (5) scoring tests	

Comments

Schools are informed of proper testing procedures in manuals and through inservice training. The catalog provides important information for customers concerning who may order tests. The Riverside Publishing Company observes the ethical standard and practices recommended by the APA. The ITBS may be used to determine the developmental level of each pupil so that instructional procedures can be developed to suit individual needs; to indicate the extent that individual pupils have the specific readiness skills and abilities; to provide a behavioral model so that the student knows what is expected and to provide feedback on progress toward individual goals; and to report the student's progress to parents.

The ITBS was designed for easy administration by the classroom teacher. No special psychometric training is necessary for successful administration. Information for test administration includes suggestions for providing an optimal physical environment, scheduling, distributing and collecting materials, timing tests, and preparing pupils for the test. ITBS may be scored by Houghton Mifflin Scoring Service or by hand to obtain grade-equivalents, average grade-equivalents for total test areas, and percentile ranks.

When interpreting test results it is important to keep in mind that raw scores by themselves have little or no meaning; grade-equivalents should be regarded as an estimate of where the pupil is along a developmental continuum, not where she or he should be placed in the graded organization of the school; age-equivalents, similar to grade-equivalents, are particularly appropriate for use in schools which employ a non-graded program; the major limitation of standard scores is that they have no direct normative meaning; percentile ranks indicate the status or relative standing of a pupil in comparison to other pupils; and stanines are status scores within a particular norm group.

ITBS results may be used for planning individualized instruction and evaluation, evaluating class (group) performance, diagnosing specific strengths and weakness in group performance, and diagnosing specific strengths and weakness in individual pupil performance.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Raymond Lang, Director of Services
Organization: The Riverside Publishing Company
Address: 8420 Bryn Mawr Avenue, Chicago, Illinois 60631
Telephone Number: (312) 693-0040

Author or Sponsor: Scholastic Testing Service, Inc. (STS)

Testing Program Name: Diagnostic Skills Battery

Publication Title: Diagnostic Skills Battery General Manual Levels 1-8

Publisher and Year: Scholastic Testing Service, Inc., 1977.

Audience

x (1) Administrators	___ (4) Candidates/Students
x (2) Teachers	___ (5) Parents
x (3) Counselors	___ (6) Other:

Distribution

Information not provided.

Testing Application(s)

___ (1) Admissions	x (4) Program evaluation	___ (7) Certification
___ (2) Placement	___ (5) Credit by examination	___ (8) Licensing
x (3) Guidance	x (6) Competency	___ (9) Other

Purpose and Overview

This manual describes the purpose and nature of the Diagnostic Skills Battery, provides examples of the types of score reports available, and contains preliminary validity data for Diagnostic Skills Battery.

Revisions Planned

x (1) No
___ (2) Yes, Date Available:

Related Publications

Scholastic Testing Service, Inc., Diagnostic Skills Battery - To The Test User: Using Your DSB Results, Illinois, 1976.

Scholastic Testing Service, Inc., Educational Development Series: Forms A, B, C or R, S, T, U all Levels, Illinois, 1977.

Scholastic Testing Service, Basic Guidelines For Improving Classroom Tests, Illinois, no date provided.

Related Publications (continued)

Scholastic Testing Service, Inc., Local or National Norms for Achievement Tests, Illinois, no date provided.

Scholastic Testing Service, Inc., Major Misconceptions About "Grade Equivalent" Scores, Illinois, 1960.

Scholastic Testing Service, Inc., The Four Major Fallacies of Group IQ Testing, Illinois, 1971.

Scholastic Testing Service, Inc., What Is A Deviation IQ?, Illinois, no date provided.

Scholastic Testing Service, Inc., Your National Grade Scores On The STS Educational Development Series, Illinois, 1975.

Scholastic Testing Service, Inc., Your National Percentile Scores On The STS Educational Development Series, Illinois, 1975.

Scholastic Testing Service, Inc., Your Scores On The STS Diagnostic Skills Battery (DSB), Illinois, 1976.

TEST USE

Content Checklist

x	(1) purposes of testing	x	(6) interpreting test scores
___	(2) qualifications of test users	___	(7) communicating test results
___	(3) test selection	___	(8) handling of test data
___	(4) test administration	___	(9) other
___	(5) scoring tests		

Comments

The STS Educational Development Series may be used to obtain data on career choices, school and career plans, general ability, and achievement in six different areas.

The general manual also contains a comparison of STS grade scores with percentile rank scores, stanine scores, and grade-equivalent scores. The STS grade scores are derived directly from within grade percentile scores; therefore, they may be used for within grade comparisons. They are readily understood by test users and they allow for uniform interpretations of results over the range of grades being tested. Because the grade scores are reported as normalized standard scores they provide a measure of growth from one test period to another and allow for statistical analyses. However, neither grade scores nor any of the aforementioned types of scores can be used satisfactorily to indicate grade-level placements.

Examples of Misuse

None provided

Procedures for Monitoring Compliances

None provided

Person to Contact for Additional Information

Name:	John D. Kauffman, Ph.D., Vice President of Marketing
Organization:	Scholastic Testing Service, Inc.
Address:	P.O. Box 1056, 480 Meyer Road, Bensenville, Illinois 60106
Telephone Number:	(312) 766-7150

Author or Sponsor: Test of English as a Foreign Language Policy Council

Testing Program Name: Test of English As a Foreign Language

Publication Title: TOEFL Test and Score Manual

Publisher and Year: Educational Testing Service, 1981

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	___(5) Parents
___(3) Counselors	x (6) Other:

Distribution

Foreign student advisors, college deans and admissions officers, administrators of scholarship programs, ESL teachers, and others responsible for interpreting TOEFL scores receive this publication. Manuals are mailed when each new edition is available; additional copies are sent on request.

Testing Application(s)

x (1) Admissions	___(4) Program evaluation	x (7) Certification
x (2) Placement	___(5) Credit by examination	x (8) Licensing
x (3) Guidance	___(6) Competency	___(9) Other

Purpose and Overview

To provide information about the interpretation of TOEFL scores, in addition to describing the test and explaining the program.

Revisions Planned

___(1) No
x (2) Yes, Date Available: July 1983.

Related Publications

Not provided

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	___(7) communicating test results
___(3) test selection	x (8) handling of test data
x (4) test administration	___(9) other
x (5) scoring tests	

Comments

The major purpose of TOEFL is to evaluate the English proficiency of people whose native language is not English. Under the International and Special Center Testing Programs, TOEFL is given at test centers around the world.

The ways in which TOEFL scores may be used for admissions and other decision making are presented in the manual. It is recommended that TOEFL scores not be used as a sole criterion; rigid "cut-off" scores should not be used in evaluating an applicant's performance on TOEFL; section scores should be considered as well as total scores; consideration should be given to the resources available at the institution for improving English language skills of non-native speakers; scores should not be used for predicting academic performance; and information should be acquired on the validity of TOEFL score requirements at the particular institution.

Examples of Misuse

None provided

Procedures for Monitoring Compliances

The program office maintains continual contact with institutions regarding their use of TOEFL. The office provides information to institutions requesting assistance in evaluating their TOEFL requirements. Informal contact with users is maintained by staff through such forums as professional meetings. In addition, the program has conducted surveys of score users.

Person to Contact for Additional Information

Name: Joan L. Borum - TOEFL
Organization: Educational Testing Service
Address: Box 899, Princeton, New Jersey 08541
Telephone Number: (609) 921-9000

National Organizations Concerned with Testing

1. American Federation of Teachers
2. American Personnel and Guidance Association
3. American Psychological Association
4. International Reading Association
5. Mathematical Association of America
6. National Association for Foreign Student Affairs
7. National Committee for Citizens in Education
8. National Council on Measurement in Education
9. National Education Association*
10. National Institute of Education
11. National Parent Teacher Association
12. Northwest Regional Educational Laboratory
13. Speech Communication Association

*Abstract was not reviewed by the organization.

Author or Sponsor: American Federation of Teachers (AFT)

Testing Program Name:

Publication Title: Plain Talk About Standardized Tests

Publisher and Year: American Federation of Teachers, Research Development, AFL-CIO, October, 1980.

Audience

___(1) Administrators
_x_(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other

Distribution

This document is available to educators, but is largely intended to be used as a manual for training conferences.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: General

Purpose and Overview

To provide a basic manual for training conferences; it is intended to be a primer on the issues in standardized testing for those needing basic knowledge.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided.

Related Publications

AFT, AFL-CIO, Teachers and Testing: A Survey of Knowledge and Attitudes, USA, July 1980.

AFT, AFL-CIO, Testing: Politics and Classroom Use, Michigan OUEST, USA, March 1981.

James Gordon Ward, Testing and Teaching: Partners in Learning, Peabody Journal of Education, January 1981.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	x (7) communicating test results
x (3) test selection	___(8) handling of test data
x (4) test administration	___(9) other
___(5) scoring tests	

Comments

The text lists a variety of reasons for testing and explains the importance of standardized tests and test conditions to minimize extraneous factors that may interfere with proper assessment. Different types of standardized tests are discussed with respect to their limitations and the user's need or purpose(s) for testing. Included in the test selection section are statistical terms and concepts related to reliability, validity, and test norms.

The following points are provided to help the reader in score interpretation.

(1) raw scores alone have little meaning.

(2) a percentile score shows how a student ranks with respect to the performance of the norm group. A student's true score can be interpreted, using the standard error statistic, as within the interval bounded by the score the student received on the test plus and minus one standard error; percentile scores do not tell you how much a student knows, but rather how the student's performance compares with others.

(3) the derived standard score is another way of determining a student's relative standing with respect to the norm group; in isolation it means nothing.

(4) stanines are derived scores with a mean of 5 and range from 1 to 9; they divide a normal distribution in nine parts. Because stanines cover a range of percentiles scores, they tend to be more stable estimates.

(5) Normal Curve Equivalents are a relatively new derived scores; one disadvantage of NCEs is that they can easily be confused with percentiles.

(6) grade- and age-level equivalent scores indicate where a student's raw score falls with respect to the average performance of students at various grade or age levels; often these scores are misused as standards and assumptions made that all students should be performing at least at their own grade level or age level.

The following points are important to keep in mind when using scores in decision making.

Comments (continued)

(1) Percentile ranks may be used:

(a) To compare pupil's standing on a test in relationship to a national or other group standard;

(b) To compare results among test batteries.

(2) Stanines are similar to percentile ranks plus they may be used for making comparisons with some other variable in performance such as general learning ability.

(3) Grade equivalents may be used:

(a) For interpreting performance of groups such as an entire class or grade;

(b) For measuring advancement over time when longitudinal data is available and relative level of achievement is accounted for in data; and,

(c) For determining relative individual achievement when consideration is given to the differences that may be associated with high, average, and low achieving characteristics of the student.

(4) Scaled Scores may be used:

(a) To study achievement over time as data are collected and reviewed;

(b) For interpreting results when testing is out of level;

(c) In statistical analyses; and,

(d) To compare different forms and batteries of tests.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: James Gordon Ward, Director of Research and Jewell C. Gould, Assistant Director of Research
Organization: American Federation of Teachers AFL-CIO
Address: 11 Dupont Circle, N.W., Washington, D.C. 20036
Telephone Number: (202) 797-4400

Author or Sponsor: American Personnel & Guidance Association (APGA)

Testing Program Name:

Publication Title: APGA POLICY STATEMENT: Responsibilities of Users of Standardized Tests

Publisher and Year: American Personnel & Guidance Association, 1980.

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: Professional members of APGA

Distribution

Copies may be ordered from APGA Publication Sales, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041.

Testing Application(s)

__(1) Admissions
__(2) Placement
__(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: Standardized tests

Purpose and Overview

Each of the 8 sections in this document is directed to the various uses and decisions made by the test user. Issues are examined in terms of their relevance to APGA members and in terms of the possible consequences to the person tested. The principles underlying each issue are considered appropriate standards for all APGA divisions and regions.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided.

Related Publications

AMEG Statement on Legislation Affecting Testing for Selection in Educational & Occupational Programs, APGA Library.

APGA, Statement on Behalf of the American Personnel & Guidance Association for U.S. House of Representatives, USA, October 1979.

State of New York, 1979-1980 Regular Session, Senate Assembly, April 26, 1979.

____, The Responsible Use of Tests: A Position Paper of AMEG, APGA, and NCME, Measurement and Evaluation in Guidance, 5 (2), July 1972.

TEST USE

Content Checklist

x (1) purposes of testing
x (2) qualifications of test users
x (3) test selection
x (4) test administration
x (5) scoring tests
x (6) interpreting test scores
x (7) communicating test results
x (8) handling of test data
x (9) other

Comments

The reader is encouraged to follow the guidelines to avoid the charge of irresponsible practice. Proper use is a function of many factors that are defined in the guidelines; they include a well-defined purpose, an advance decision regarding the necessary analyses for reporting and scoring, preparation of results for use, qualified users, knowledge of the characteristics of the population being tested, proper administration of the test, procedures for auditing scoring and reporting, knowledge of the limitations of the test instrument, and secure records.

The proper interpretation of scores starts with understanding the fundamental characteristics of tests. The interpretation of scores entails knowledge about administration and scoring procedures; scores, norms, and related technical features; reliability; and validity. A list of guidelines follows.

1. Examine the test manuals, handbooks, users' guides, and technical reports to determine what descriptions or derived scores are produced and what unique characteristics each may have.

2. Recognize that direct score interpretations such as mastery and nonmastery in criterion-referenced tests depend on arbitrary rules or standards.

3. Use the derived scores that fit the needs of the current use of the test.

4. Recognize that only those derived scores that are based on the same norm group can be compared.

5. Consider the effect of any differences between the tests in what they measure when one test or form is equated with another, as well as the errors stemming from the equating itself.

6 Give greater credence to growth or change shown by the same test (including level and form) than to equated measures except where practice effects or feedback have destroyed the validity of a second use of the same test.

7. Evaluate the appropriateness of the norm groups available as basis for interpreting the scores of clients.

8. Acquire knowledge of specific psychological or educational concepts and theories before interpreting the scores of tests based on such knowledge.

Comments (continued)

Communication consists of reporting data in such a way that it is comprehensible and informative. The responsible practitioner reports test data with a concern for the user's need for information and the purposes of evaluating the significance of the information.

There must also be a concern for the right of the individual tested to be informed how the results will be used (informed consent), who will have access to the results (right to privacy), and what safeguards exist to prevent misuse.

Public release of test information provides data for all kinds of purposes and that some of these may be adverse to the interests of those tested.

Reference is made to the publication titled Standards for Educational and Psychological Tests, 1974.

Examples of Misuse

Tests may be misused through inappropriate selection, improper administration, inaccurate scoring, incompetent interpretation, or indiscriminate, inadequate or inaccurate communication.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name:	Sylvia Nisenoff, Professional Information Specialist
Organization:	American Personnel & Guidance Association
Address:	Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041
Telephone Number:	(703) 820-4700

Author or Sponsor: American Psychological Association (APA), American Educational Research Association (AERA), and National Council on Measurement in Education (NCME)

Testing Program Name:

Publication Title: Standards for Educational and Psychological Tests

Publisher and Year: American Psychological Association, 1974.

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: General

Distribution

Standards are available for a fee.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: General

Purpose and Overview

To present standards for test use and for development of test manuals, it is intended to guide both test developers and test users. This document is both a revision and extension of the 1966 Standards.

Revisions Planned

___(1) No
_x_(2) Yes, Date Available: The revision, Joint Technical Standards for Educational and Psychological Testing, is expected to be available in 1984.

Related Publications

American Psychological Association, Principles for the Validation and Use of Personnel Selection Procedures, 1980.

American Psychological Association, Ethical Principles of Psychologists, 1981.

Equal Employment Opportunity Commission, Departments of Labor and Justice, Office of Personnel Management, Uniform Guidelines on Employee Selection Procedures, USA, 1978.

TEST USE

Content Checklist

___(1) purposes of testing
_x_(2) qualifications of test users
_x_(3) test selection
_x_(4) test administration
_x_(5) scoring tests
_x_(6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
_x_(9) other

Comments

This publication is widely cited as a reference for guidance on test use. It provides standards for tests, manuals, and reports; reports of research on reliability and validity; and, use of tests. In this last section, the areas covered are qualifications and concerns of users; choice or development of test or method; administration and scoring; and interpretation of scores. The following are suggested guidelines for proper test use.

A test user should have a general knowledge of measurement principles and the limitations of test interpretations. Test users should know their own qualifications and how well these qualifications match what is required of specific tests. Bias in test selection, administration, and interpretation should be avoided.

The choice or development of tests, test batteries, or other assessment procedures should be based on clearly formulated goals and hypotheses. A test user should consider more than one variable for assessment and the assessment of any given variable by more than one method.

Users are expected to follow the standardized procedures described in the manual for administering a test and are responsible for establishing conditions, consistent with the principle of standardization.

A test user is responsible for accuracy in scoring test results. If specific cutting scores are to be used as a basis for decisions, there should be a rationale, justification, or explanation of the cutting scores adopted.

A test score should be interpreted as an estimate of performance under a given set of circumstances. The user should recognize that estimates of reliability do not indicate criterion-related validity and should examine carefully the rationale and validity of computer-based interpretations of test scores. In norm-referenced interpretations, a test user should interpret obtained scores with reference to norms appropriate for the individual tested and the intended use. Any content-referenced interpretation should clearly indicate the extent to which one can generalize. The test user should consider alternative interpretations of a given score and be able to interpret test performance relative to other measures. Procedures for systematically eliminating from data files test score information that has become obsolete, should be developed.

Comments (continued)

The following are guidelines that are published and distributed by another agency and that APA recommends to its constituencies:

(1) Principles for the Validation and Use of Personnel Selection Procedures, Division of Industrial/Organizational Psychology, APA, 1980.

(2) Uniform Guidelines on Employee Selection Procedures, Equal Employment Opportunity Commission, Departments of Labor and Justice, Office of Personnel Management, 25 August 1978.

Examples of Misuse

Such scores as IQ and IQ equivalents are objectionable for several reasons. Most important, they generally involve spurious projections of growth and they are labels to which the general public attaches many different inappropriate meanings.

Some of the scores, such as mental age or grade equivalent scores, involve severe technical problems. Serious misinterpretations occur when grade levels are extrapolated beyond the range for which the test is designed.

Ordinarily, normative interpretations of ability-test scores should not be made for scores in the chance range.

Procedures for Monitoring Compliances

The Committee on Scientific and Professional Ethics and Conduct (CSPEC) handles reported violations of Ethical Principles of Psychologists (this document is binding upon all APA members). Committee on Psychological Tests and Assessment investigates concerns about testing that are not clear cut violations of the ethics code. Action, if any, is informal (e.g., letter of inquiry about reported practice). CSPEC actions are confidential.

Person to Contact for Additional Information

Name: Catherine O'Bryant
Organization: American Psychological Association
Address: 1200 17th Street, N.W., Washington, D.C. 20036
Telephone Number: (202) 833-7596

Author or Sponsor: International Reading Association (IRA)

Testing Program Name:

Publication Title: Reading Tests and Teachers: A Practical Guide

Publisher and Year: International Reading Association, 1979.

Audience

___(1) Administrators
_x_(2) Teachers of Reading
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

By mail to members and other interested persons and at professional meetings.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
_x_(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: Individualized instruction

Purpose and Overview

This publication has been developed as a guide that attempts to put testing in proper perspective as one aspect of evaluation. It then leads the user through a practical discussion of how to select tests and how to develop valid and reliable tests, the results of which should be used to plan instruction.

Revisions Planned

_x_(1) No
___(2) Yes, Date Available:

Related Publications

International Reading Association, Tests of Reading Readiness and Achievement, USA, 1975.
International Reading Association, Informal Reading Inventions, USA, 1980.
International Reading Association, Assessment Problems in Reading, USA, 1977.
International Reading Association, How to Use WISC Scores in Reading Diagnosis, USA, 1979.
International Reading Association, Misuse of Grade Equivalents, USA, 1980.
International Reading Association, National Assessment of Educational Progress, USA, 1979.
International Reading Association, Reading: What Can Be Measured?, USA, 1969.
International Reading Association, Reading Tests for the Secondary Grade, USA, 1972.
Unibooks, Measuring Reading Abilities: Concepts, Sources, Applications, USA, 1977.

TEST USE

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
x (3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
___(9) other

Comments

The purposes of assessing reading achievement may be (1) to determine individual needs; (2) to prepare specific instructional objectives; (3) to develop an instructional program-teaching method; and (4) to measure and evaluate student performance.

Test selection is directly related to the purpose(s) for testing. It is important to know the test's characteristics, the target population, what the test is intended to measure, the test's validity, reliability, provisions for norms, evidence for bias, time and financial considerations.

The following are guides for using test scores:

(1) validate the content of the test items;

(2) review student progress frequently in order to check judgments about instructional procedures;

(3) investigate discrepancies between test scores and in-class performance;

(4) formulate an instructional plan with students and share the general result of tests with them; and

(5) interpret all test data in light of what is known about the student and curriculum objectives.

Examples of Misuse

Misinterpretation of grade-equivalent scores and IQ scores.

Procedures for Monitoring Compliances

Committees monitor compliances; no one procedure is used.

Person to Contact for Additional Information

Name: Ralph C. Staiger, Executive Director
Organization: International Reading Association
Address: 800 Barksdale Road, P. O. Box 8139, Newark, Delaware 19711
Telephone Number: (302) 731-1600

Author or Sponsor: The Mathematical Association of America (MAA)

Testing Program Name: MAA Placement Test Program

Publication Title: User's Guide: MAA Placement Testing Program

Publisher and Year: The Mathematical Association of America, 1982.

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: User Institutions/Placement Testing Program (PTP) Subscribers

Distribution

This document is made available to collegiate institutions.

Testing Application(s)

___(1) Admissions
_x_(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other

Purpose and Overview

To provide information on the MAA's Placement Testing Program and recommendations on how to develop an effective mathematics placement test program on a college or university campus.

Revisions Planned

___(1) No
_x_(2) Yes, Date Available: Updated pages provided annually.

Related Publications

Placement Test Program Newsletter (MAA)

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___ (2) qualifications of test users	___ (7) communicating test results
x (3) test selection	x (8) handling of test data
x (4) test administration	___ (9) other
___ (5) scoring tests	

Comments

The document suggests that placing students in college mathematics courses has become increasingly difficult as a result of several trends in mathematical preparation and that the PTP may help in assessing local needs for collegiate institutions.

Users should plan administration as early as possible and get results to students as soon as possible (e.g., during the summer preceding freshman year to assist students planning their fall schedule).

Test selection should be preceded by identification of skills which are prerequiste for the course involved. Once the topics have been determined, it is important for users to identify the level of skill in the topics that is required for success in the course.

When setting cut off scores, the user should examine the performance of their students in the courses they were advised to take, following the first general administration of the test. This establishes a basis for refinements and adjustments in cut off scores in subsequent years. The Committee on Placement Examinations believed that no student should be denied access to mathematics instruction solely on the basis of a single administration of a PTP test, however low the resulting score.

The user's permanent records should contain: (1) the test administered, (2) a description of the student population tested, (3) percentage distributions or histograms of scores, (4) cut off scores used, and (5) recommended placements versus actual enrollments.

Reference is made to the Family Educational Rights and Privacy Act with respect to the topic of individual records.

The use of PTP test scores to track year-to-year trends in the preparation of students may be useful for future planning, for explaining enrollment shifts, or in supporting requests for staff. However, any attempt to get meaningful grade predictions or a meaningful analysis of variance of grades is not within the scope of the guide.

Because previous knowledge of a placement test by some or all students may skew an institution's testing results, PTP subscriptions are available only to post-secondary institutions.

Examples of Misuse

Using PTP tests as the entire exam for credit, competency, or certification is not recommended.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Dr. Marcia P. Sward, Associate Director
Organization: The Mathematical Association of America, Inc.
Address: 1529 Eighteenth St., N.W., Washington, D.C. 20036
Telephone Number: (202) 387-5200

Author or Sponsor: National Association for Foreign Student Affairs (NAFSA)

Testing Program Name:

Publication Title: Guidelines: English Language Proficiency

Publisher and Year: National Association for Foreign Student Affairs, 1977.

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: Professional

Distribution

To all NAFSA members (college admissions officers, teachers of English as a second language, foreign student advisors, community volunteers, advisors of U.S. students abroad, and representatives of foreign embassies) at the time of publication.

Testing Application(s)

_x_(1) Admissions
_x_(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other

Purpose and Overview

The Guideline Series is a publication of NAFSA's Field Service Program. Sections related to use of tests and test scores explain how, for example, a TOEFL score may be interpreted and suggest the appropriate action to be taken based on the given interpretation.

Revisions Planned

_x_(1) No
___(2) Yes, Date Available:

Related Publications

National Association for Foreign Student Affairs, Selection and Admission of Foreign Students, Washington, D.C., 1978.
National Association for Foreign Student Affairs, A Guide to the Admission of Foreign Students, Washington, D.C., no date provided.

TEST USE

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
___(9) other

Comments

The major document recognizes TOEFL as the most widely used and secure test of an applicant's proficiency in English. The guidelines suggested in the text are not intended to be rigid. They are as follows:

Below 450 - admit only to an intensive English program; conditional admission may be given.

450-500 - admit only if there is a semi-intensive program available; if not, then refer the person to an intensive program.

500-550 - admit only if English support programs are available.

550 and above - admit with no restrictions; EXCEPTIONS: graduate students in fields that require near native proficiency such as journalism, literature, library science, and business administration should have TOEFL scores of 600 or above.

The Manual for TOEFL Score Recipients available from Educational Testing Service is referred to in the text.

Examples of Misuse

None provided

Procedures for Monitoring Compliances

Because of the nature of NAFSA, tests are not monitored by them. However, NAFSA suggests guidelines and practices for those involved in international educational exchange.

Person to Contact for Additional Information

Name: Georgia E. Stewart, Director of Information Services
Organization: National Association for Foreign Student Affairs
Address: 1860 19th Street, N.W., Washington, D.C. 20009
Telephone Number: (202) 462-4811

Author or Sponsor: The National Committee for Citizens in Education (NCCE)

Testing Program Name:

Publication Title: Parents CAN Understand Testing

Publisher and Year: The National Committee for Citizens in Education, 1980.

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	x (5) Parents
x (3) Counselors	x (6) Other: Professionals

Distribution

This publication is available for a fee.

Testing Application(s)

x (1) Admissions	x (4) Program evaluation	___(7) Certification
x (2) Placement	___(5) Credit by examination	___(8) Licensing
x (3) Guidance	x (6) Competency	___(9) Other

Purpose and Overview

To communicate to test users truths about testing and to encourage the constructive use of tests.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

Educational Testing Service, Public Interest Principles, 1981.

TEST USE

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
x (7) communicating test results
___(8) handling of test data
x (9) other

Comments

The author refers to the ETS Public Interest Principles as containing principles considered cornerstones for most testing programs. He also refers to Standards for Educational and Psychological Tests, APA, 1974.

Ten common reasons for testing, according to the text are: (1) to help motivate students, (2) to individualize instruction, (3) to help make placement decisions about students, (4) to help students make decisions about themselves, (5) to compare the effectiveness of schools, (6) to evaluate the results of experimental programs, (7) to provide for continuity in the educational experience, (8) to cooperate with test publishers in the tryout and norming of new tests, (9) to cooperate with national testing agencies in the administration of tests to be used by various institutions for the selection of students and (10) to comply with official requirements of state and federal agencies.

Elements of testing, types of scores, test reliability and validity, and breakdowns in communicating test results are thoroughly reviewed. When testing for minimum competence, four areas of decision-making can be recognized: (1) monitoring the teaching-learning process as it goes on hour by hour in the classroom, (2) deciding which students should be assigned to special classes for remedial instruction, (3) deciding at the end of the school year whether a student should be retained in the same grade for another year, and (4) deciding at the end of the twelfth grade whether a student should be denied a high school diploma.

The author also provides the reader with directed questions that a person may ask about tests purchased from test publishers, the state education authority, and perhaps tests that teachers themselves make. Parents are encouraged to ask school staff to provide information on score interpretation and use: (1) the format of score reports, (2) who is responsible for accurately communicating results to the child, teacher and school as a whole, (3) what action is taken to ensure that sampling error is taken into account, (4) are scores used to help the student to evaluate their own progress, (5) will the scores be used to help teachers evaluate their own classroom procedures and grading of individual students, and (6) will the educational effectiveness of the school as a whole be evaluated. A table summarizing information on the activities of 36 states involved in minimum competency testing and a glossary of testing terms are included.

Examples of Misuse

(1) misinterpretation of IQ scores, (2) interpreting grade equivalent scores as measures of academic achievement, (3) expecting the test to measure something it does not, and (4) using test results to judge the competence or performance of classroom teachers.

Procedures for Monitoring Compliances

The text references ETS's Public Interest Principles on this issue.

Person to Contact for Additional Information

Name: J. William Rioux, Senior Associate
Organization: The National Committee for Citizens in Education
Address: Suite 410 Wilde Lake Village Green, Columbia, MD 21044
Telephone Number: (301) 997-9300

Author or Sponsor: F. G. Brown/National Council on Measurement in Education (NCME)

Testing Program Name:

Publication Title: Guidelines for Test Use: A Commentary on the Standards for Educational and Psychological Tests

Publisher and Year: National Council on Measurement in Education, 1980.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
x (4) Candidates/Students
x (5) Parents
___(6) Other:

Distribution

Advertised and sold by NCME.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
x (9) Other: general

Purpose and Overview

To serve as a user's guide and commentary on the Standards for Educational and Psychological Tests; the monograph is intended to help teachers and administrators, especially those not trained in psychometrics, make decisions about the interpretation and use of educational measurement techniques. It was written by Dr. Frederick G. Brown, Department of Psychology, Iowa State University at the request of the officers of the NCME.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided.

Related Publications

American Psychological Association, Inc., Standards for Educational and Psychological Tests, Washington, D.C., 1974.

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
x (2) qualifications of test users	x (7) communicating test results
x (3) test selection	x (8) handling of test data
x (4) test administration	x (9) other
x (5) scoring tests	

Comments

Both test publishers and test users have certain responsibilities concerning test selection. A knowledge of sources of information and test characteristics are considered important aspects of test selection. Administration and scoring of tests are discussed; emphasis is given to optimizing the testing environment and monitoring scoring to verify its accuracy. There is a substantial discussion of reliability, validity, and related statistical terminology.

Score interpretation is divided into 2 catagories: (1) norm referenced and (2) content and criterion referenced interpretations. The qualifications of the interpreter and the appropriateness of the tests for the population tested are major points for consideration when test results are interpreted. Three overriding guidelines are (1) a test score is only a "best estimate" of a person's performance, (2) an obtained score tells how well the person performed, not why they performed as they did, and (3) a test score is only one of many sources of information.

When communicating test results, it is suggested that (1) the client understands the language used, (2) the client understands what the test measures or predicts, (3) if scores are norm-referenced, the client knows what groups are being used as a basis for comparisons, (4) the client recognizes the score as a "best estimate", (5) the client knows how scores will be used, (6) the interpretor should consider what impact knowing the scores will have on the client, and (7) the client should be an active participant in the test interpretation process. The release of test results should be in accordance with federal, state, and/or local legislation.

In the sections concerning test bias, the document reviews content bias, atmosphere bias, and prediction bias. Test use is fair if the results are more effective interventions leading to improved competencies and expanded opportunities for individuals. Test use is unfair if opportunities are diminished or if individuals are exposed to ineffective interventions as a result of tests.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

One may refer to the sections concerning scoring and test security for further information. Procedures as such are not provided.

Person to Contact for Additional Information

Name: Dr. Frederick G. Brown, Professor of Psychology
Organization: Department of Psychology
Address: Iowa State University, Ames, Iowa 50011
Telephone Number: (515) 294-1786

Author or Sponsor: *National Education Association (NEA)

Testing Program Name:

Publication Title: Guidelines and Cautions for Considering Criterion-Referenced Testing

Publisher and Year: Not provided

Audience

___(1) Administrators
_x_(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: Those considering the use of criterion-referenced or objective-referenced tests

Distribution

To teachers, policy makers, the public, students, a variety of internal and external dissemination processes and periodicals, and the mass media.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
_x_(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other

Purpose and Overview

To provide some caveats for those considering the use of criterion-referenced tests (CRTs) or objective-referenced tests (ORTs).

Revisions Planned

___(1) No
_x_(2) Yes, Date Available: Resolutions are reconsidered annually. Others are revised as appropriate

Related Publications

NEA Resolution Nos. H-10: Testing, H-11: Criterion Referenced Tests, B-29: High School Equivalent Testing, H-11: Criterion Referenced Tests, C-10: Mandated Standards for Educational Programs, C-11: Impact of Federal and State Legislative Mandates.

National Education Association, Parents and Testing, USA, 1979.

National Education Association, Teachers and Testing, USA, 1979.

National Education Association, Alternatives to Standardized Testing, USA, 1979.

Reprints from Today's Education: What's Wrong With Standardized Testing, The Looking Glass World of Testing, The Way It Is, One Way It Can Be.

*Abstract was not reviewed by the organization.

TEST USE

Content Checklist

___(1) purposes of testing
___(2) qualifications of test users
_x_(3) test selection
___(4) test administration
___(5) scoring tests
_x_(6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
_x_(9) other

Comments

In addition to the related publications listed in this abstract, the NEA recommends "The Testing Maze" by the National Parent Teachers Association and "The Myth of Measurability" by Hart Publishing Company.

A summary of this document's 15 caveats follows:

(1) The public and professional sectors should be aware of "common" deficiencies in testing.

(2) Teachers should carefully examine the derivation of the objectives for ORTs.

(3) Teachers should have an extensive role from the beginning in deriving objectives and should be aware of co-optation.

(4) Teachers should be directly involved from the beginning in selecting objectives.

(5) When possible, teachers should employ their own test experts to help them with item construction procedures.

(6) Teachers should refuse to use tests that have not been thoroughly field tested.

(7) Teachers should not use tests for which evidence on reliability is unavailable.

(8) Teachers should inspect the test's validation procedures carefully.

(9) Teachers should question arbitrary standards (cutoffs) and substitute their own.

(10) No teacher should voluntarily administer a test that he or she does not understand.

(11) CRTs and/or ORTs are not panaceas; there are still test bias problems with these tests.

(12) As CRTs could cost more than traditional tests, their utility should be considered carefully.

Comments (continued)

(13) Teachers should not allow themselves to be evaluated on the basis of ANY tests.

(14) A main advantage of CRTs or ORTs seems to be in the reporting of results; they tend to avoid blanket categorizations of children by test scores and provide more useful instructional information. Subtests should be used only as diagnostic instruments.

(15) Teachers should vigorously resist the misuse of all kinds of tests.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

Test use is monitored via research; involvement in training sessions, workshops and conferences; involvement in the National Consortium on Testing; liaison with the National Institute of Education and other federal agencies; and, state assessment units through state affiliates.

Person to Contact for Additional Information

Name: Dr. Bernard McKenna, Professional Associate
Organization: National Education Association
Address: 1201-16th Street, N.W., Washington, D.C. 20017
Telephone Number: (202) 833-4000

Author or Sponsor: National Institute of Education (NIE)

Testing Program Name:

Publication Title: Your Child and Testing

Publisher and Year: The National Institute of Education (no date).

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
_x_(5) Parents
___(6) Other:

Distribution

This document was prepared for public distribution through the Consumer Information Center, Pueblo, Colorado.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: Achievement, Aptitude

Purpose and Overview

To communicate the nature of different types of tests, define the function of a test score, consider how test scores may be used, recommend actions that parents may take to assist their child through a test taking period, discuss parents and students legal rights on testing, and provide other sources of information on testing.

Revisions Planned

___(1) No
_x_(2) Yes, Date Available: Information not provided.

Related Publications

National Institute of Education, Synthesis of Research on The Use of Tests in the Schools, no date provided.

National Institute of Education, NIE's Plans for Research on Educational Testing FY 1983, no date provided.

TEST USE

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
x (9) other

Comments

According to the NIE publication, the basic reason for testing is to improve education. Determining how well a child performs in school, evaluating educational programs, and providing information to report to the public on the school's performance are other reasons for testing.

Test scores of different types, such as raw scores, percentile rank scores, stanines grade equivalents, and I.Q. scores are discussed. The following is a summary of important points to consider when interpreting these scores: (1) raw scores by themselves mean relatively little, (2) small differences in percentile scores do not mean necessarily that there are differences in student aptitude or achievement, (3) differences of more than one stanine are more likely to mean real differenes in aptitude or achievement, (4) grade equivalents should not be used to tell what grade a child should be in or the level of work a child should be given - small differences in a student's grade equivalent scores do not necessarily mean real differences in achievement, (5) I.Q. scores are not a direct measure of intellectual or innate ability, and (6) students' scores should be interpreted as falling within a range of scores, not an exact point. The standard error of measurement must be considered always when scores are used to make decisions about individual students.

Some ways that test scores may be used follow: (1) to compare achievement levels in schools within the school district, (2) to compare students' achievement with other students in the state or country, (3) to inform parents and the community about how the schools are doing, (4) to improve the total learning system, and (5) to select the best learning materials and teaching styles.

For information about parents and childrens' rights related to the child's school records, the reader is referred to the Family Education Rights and Privacy Act, Public Law 93-380 of 1974, The Public Law 94-142, the Education for all Handicapped Children Act of 1975, and the Handicapped Rehabilitation Act of 1973.

Examples of Misuse

Standardized tests may be used incorrectly to label a student; place a student in a grade; give students report card grades; identify, as the sole criterion, the students needs; and track a student.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Enid B. Herndon, Senior Associate
Organization: National Institute of Education
Address: 1200 19th Street, N.W., Washington, D.C. 20208
Telephone Number: (202) 254-6271

Author or Sponsor: The National Parent Teacher Association (PTA)
(The National Congress of Parents and Teachers)

Testing Program Name:

Publication Title: The Testing Maze: An Evaluation of Standardized Testing in America

Publisher and Year: The National PTA, 1979

Audience

___(1) Administrators
_x_(2) Teachers
___(3) Counselors
___(4) Candidates/Students
_x_(5) Parents
___(6) Other: Professional

Distribution

This publication is out of print.

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
_x_(9) Other: General

Purpose and Overview

This document defines standardized testing and considers various types of tests and test scores, the competency movement and basic skills, the cost of testing, and what role testing may play in the future.

Revisions Planned

_x_(1) No
___(2) Yes, Date Available:

Related Publications

The National PTA Legislative Program 1982-83

PTA Today, November, 1979.

Looking In on Your School: A Workbook for Improving Public Education, 1982.

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
x (9) other

Comments

In general, purposes for testing include (1) to obtain information on student progress as feedback for teachers, students and parents, (2) to provide information for comparisons with students in other schools, and (3) for information to evaluate curricula and quality of instruction in schools.

When interpreting scores a number of factors that may affect individual scores should be considered: (1) the assumption underlying many test items may be foreign to a child's thinking and experience, (2) the time allowed may be limited, (3) the wording of test questions may be ambiguous, (4) items intended to test a particular skill may also require special knowledge, (5) tests may be insensitive to the feelings of non-Caucasion children, (6) children may think differently from adults, and (7) some tests reflect other "cultural bias".

It is important to remember that test scores (1) tell something of the child's past experience or instruction in relation to the curriculum concepts on which the test was constructed, and something of the child's recall of that experience, (2) give some measure of the skills required to deal with the test, (3) can tell little about the child's ability to learn, to analyze, or to reason- and nothing of the child's judgment, originality, imagination, or creativity - nor do tests tell how much a child knows about any given subject, (4) are of no use in diagnosing individual student needs, and (5) have wide margins for error in themselves.

Although other published test questions are cited for ambiguities, the SAT is viewed as a fair test and a substantial amount of space is allotted for the findings of the CEEB "blue ribbon panel" which is often called the Wirtz Committee from the name of its chairman, Willard Wirtz, Chairman of the National Institute for Work and Learning.

Examples of Misuse

(1) using tests to categorize students.
(2) using test scores to characterize the abilities of students for parents.
(3) using test scores to make class assignments.
(4) using test scores to group or track students according to supposed ability.
(5) using test scores to serve as the sole basis for guidance in selecting courses and setting career goals.
(6) using test scores to stand as a prime factor in awarding scholarships.
(7) giving test scores far too much importance.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Robert N. Woerner, Acting Executive Director/Controller
Organization: The National Congress of Parents and Teachers
Address: 700 North Rush Street, Chicago, Illinois 60611
Telephone Number: (312) 787-0977

Author or Sponsor: Anderson, B. L., R. J. Stiggins, and S. B. Hiscox

Testing Program Name: Northwest Regional Educational Laboratory Assessment and Measurement Program

Publication Title: Guidelines for Selecting Basic Skills and Life Skills Tests

Publisher and Year: Northwest Regional Educational Laboratory, April, 1980.

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	___(5) Parents
x (3) Counselors	x (6) Other: State Department Assessment staff

Distribution

This publication is distributed at workshops and is used for technical assistance activities. It can also be purchased through the NWREL Office of Marketing.

Testing Application(s)

x (1) Admissions	x (4) Program evaluation	x (7) Certification
x (2) Placement	___(5) Credit by examination	___(8) Licensing
x (3) Guidance	___(6) Competency	x (9) Other: Manage instruction, screen students, measure achievement

Purpose and Overview

The guidelines presented in this document focus specifically on tests of basic and life skills. The principles presented can be applied to reviewing, selecting, and purchasing achievement tests intended for use in educational settings.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

Northwest Regional Educational Laboratory, Guide to Adult Functional Literacy Assessment, USA, no date provided.

Northwest Regional Educational Laboratory, Let Northwest Regional Educational Laboratory Give You a Hand, USA, no date provided.

Northwest Regional Educational Laboratory, Classroom Applications Of Writing Assessment: A Teacher's Handbook, Portland, Oregon, 1982.

TEST USE

Content Checklist

x (1) purposes of testing
___(2) qualifications of test users
x (3) test selection
___(4) test administration
___(5) scoring tests
x (6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
x (9) other: evaluating test quality

Comments

This document encourages the test user to be critical of the test he or she may intend to use and to consider the possible reasons for testing. It emphasizes the characteristics of a good test, its reliability and validity, and provides a matrix of test logistics (instructional management, screening candidates, and programmatic decisions) as a function of the test's purpose in the form of questions that the user may have about general use, administration, and scoring. The appendixes contain lists of current available basic skills and life skills tests; publishers names, addresses and telephone numbers; and, reference materials describing and reviewing tests.

Score interpretation is not discussed in detail. The reader is informed that norm referenced tests differ from criterion (objective) referenced tests, hence the standards for comparison differ.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Dr. Rick Stiggins, Director - Center for Performance Assessment
Organization: Northwest Regional Educational Laboratory
Address: 300 S.W. Sixth Avenue, Portland, Oregon 97204
Telephone Number: (503) 248-6800

Author or Sponsor: Speech Communication Association (SCA)

Testing Program Name:

Publication Title: Criteria for Evaluating Instruments and Procedures for Assessing Speaking and Listening.

Publisher and Year: Speech Communication Association (no date)

Audience

_x_ (1) Administrators
_x_ (2) Teachers
___ (3) Counselors
___ (4) Candidates/Students
___ (5) Parents
_x_ (6) Other: SCA members, curriculum specialists, and state department of education personnel.

Distribution

This publication was sent to all state departments of education and all basic skills offices. Each year it is made available to members at the SCA convention and is distributed to researchers and schools on request.

Testing Application(s)

___ (1) Admissions
___ (2) Placement
___ (3) Guidance
___ (4) Program evaluation
___ (5) Credit by examination
_x_ (6) Competency: speaking and listening skills
___ (7) Certification
___ (8) Licensing
___ (9) Other

Purpose and Overview

Presents criteria for (1) content considerations, which deal primarily with the substance of speaking and listening instruments and procedures, and (2) technical considerations, which deal with such matters as reliability, validity, and information on administration.

Revisions Planned

_x_ (1) No
___ (2) Yes, Date Available:

Related Publications

Speech Communication Association, Standards for Effective Oral Communication Programs, USA, no date provided.

Speech Communication Association Assessing Functional Communication, USA, 1978.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	___(7) communicating test results
x (3) test selection	___(8) handling of test data
x (4) test administration	___(9) other
___(5) scoring tests	

Comments:

The SCA states that evaluation of the total oral communication program is based on achievement of acceptable levels of oral communication skill determined by monitoring the students progress in speaking and listening by use of standardized and criterion-referenced tests, audience-based rating scales, and other appropriate instruments.

The following criteria may be applied to published and unpublished instruments and procedures for assessing speaking and listening skills of children and adults:

1. Stimulus materials should require the individual being tested to demonstrate skill as a speaker or listener.

2. Assessment instruments and procedures should clearly distinguish speaking and listening performance from reading and writing ability.

3. Assessment instruments and procedures should be free of sexual, cultural, racial, and ethnic content and/or stereotyping.

4. Assessment should confirm the presence or absence of skills, not diagnose reasons why individuals demonstrate or fail to demonstrate those skills.

5. Assessment should emphasize the application of speaking and listening skills that relate to familiar situations.

6. Assessment should test skills that are important for various communication settings rather than be limited to one setting.

7. Assessment should permit a range of acceptable responses, where such a range is appropriate.

8. Assessment should be reliable.

9. Assessment should provide results that are consistent with other evidence that might be available.

Comments (continued)

10. Assessment should have content validity.

11. Assessment procedures should be standardized and detailed enough so that individual responses will not be affected by the administrator's skills in administering the procedures.

12. Assessment procedures should approximate the recognized stress level of oral communication; they should not increase or eliminate it.

13. Assessment procedures should be practical in terms of cost and time.

14. Assessment should involve simple equipment.

15. Assessment should be suitable for the developmental level of the individual being tested.

Examples of Misuse

Inferences of speaking and listening competence made from tests of reading and writing constitute misuse.

Procedures for Monitoring Compliances

The SCA Committee on Assessment and Testing has a subcommittee which has examined all tests available to it to evaluate for compliance. Current results through June 1982 will be published by SCA by March 1983.

Person to Contact for Additional Information

Name: Dr. Don M. Boileau, Director of Educational Services
Organization: Speech Communication Association
Address: 5105 Blacklick Road - Suite #E, Ammandale, VA 22003
Telephone Number: (703) 750-0533

School Districts

1. Mesa Public Schools
   Mesa, Arizona

2. Los Angeles Unified School District
   Los Angeles, California

3. Jackson Public Schools
   Jackson, Mississippi

4. St. Louis Public Schools
   St. Louis, Missouri*

5. Eugene Public Schools
   Eugene, Oregon

6. School District of Philadelphia
   Philadelphia, Pennsylvania

7. Yakima School District
   Yakima, Washington

*Abstract was not reviewed by the organization.

Author or Sponsor: Mesa Public Schools, Mesa, AZ

Testing Program Name: Minimum Testing Program

Publication Title: Guidebook: Testing Program

Publisher and Year: Department of Research and Evaluation/Mesa Unified School District (no date).

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

To persons responsible for giving and interpreting criterion-referenced and standardized tests.

Testing Application(s)

___(1) Admissions
___(2) Placement
x (3) Guidance
x (4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
x (9) Other

Purpose and Overview

To provide guidelines for persons who give and interpret criterion-referenced and standardized tests.

Revisions Planned

___(1) No
x (2) Yes, Date Available: September 1981 - The new guidebook takes account of for state regulations regarding achievement testing.

Related Publications

None provided

TEST USE

Content Checklist

___(1) purposes of testing
___(2) qualifications of test users
___(3) test selection
_x_(4) test administration
_x_(5) scoring tests
___(6) interpreting test scores
___(7) communicating test results
_x_(8) handling of test data
___(9) other

Comments

According to the text, the teacher or resource teacher is responsible for administering the tests. The tests are either hand scored by certain individuals (e.g., the Reading Readiness is hand scored by the reading resource teachers) or the tests may be sent to Research and Evaluation for data processing. Criterion referenced tests (CRT's) are scored by reading and math departments through data processing. Standardized tests are sent to companies for scoring via Research and Evaluation. An outline concerning the record keeping responsibilities of the principal is provided and the importance of security is emphasized.

Examples of Misuse

In general, misuse consists of making assumptions about what a test can do when the test is not designed for that purpose. Some faulty assumptions follow:

1. CRT's provide a reliable measure of a pupil's general level of achievement in a subject.
2. CRT's provide a wide range of achievement levels.
3. CRT's can be used to compare pupils, schools, or districts on a national level.
4. Standardized tests evaluate whether programs met their unique objectives.
5. Standardized tests diagnose specific learning difficulties.
6. Standardized tests help teachers assign grades.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Dr. George N. Smith
Organization: Mesa Public Schools
Address: 549 North Stapley Drive, Mesa, AZ 85203
Telephone Number: (609) 898-7704

Author or Sponsor: Los Angeles Unified School District, Los Angeles, CA

Testing Program Name:

Publication Title: What Do Test Scores Really Mean?

Publisher and Year: Los Angeles Unified School District, 1976.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___ (4) Candidates/Students
___ (5) Parents
x (6) Other: Principals, Test Coordinators

Distribution

Available on Request

Testing Application(s)

___ (1) Admissions
___ (2) Placement
x (3) Guidance
___ (4) Program evaluation
___ (5) Credit by examination
___ (6) Competency
___ (7) Certification
___ (8) Licensing
___ (9) Other

Purpose and Overview

This document provides the reader with practical information about tests and measurement that may be applied when interpreting test results.

Revisions Planned

x (1) No
___ (2) Yes, Date Available:

Related Publications

Los Angeles Unified School District Research and Evaluation Branch, Administration of the Standardized Test, USA, January 1978.

Los Angeles Unified School District, Handbook of Testing Programs in the Los Angeles Unified School District 1980-81, USA, no date provided.

Los Angeles Unified School District, Helping Students do Their Best on Standardized Achievement Tests, Research and Evaluation Branch, Bulletin No. 6, USA, April 1982.

TEST USE

Content Checklist

x	(1) purposes of testing	x	(6) interpreting test scores
___	(2) qualifications of test users	___	(7) communicating test results
___	(3) test selection	___	(8) handling of test data
___	(4) test administration	___	(9) other
___	(5) scoring tests		

Comments

In general, tests may be administered in compliance with requirements of the California State Education code to obtain data for instructional planning and assessing individual student needs.

The document serves as a basic review of introductory measurement concepts including what tests are, what tests measure, how tests are constructed, and brief descriptions of raw scores, central tendency, variability, normal distribution, normal curve, percentile rank, quartile, stanine, grade-equivalent, and quotient.

The reader is cautioned that the score itself may give an unwarranted impression of precision. The standard error is presented as the interval in which the student's true score lies. A user should consider the content being tested and other examples of performance when interpreting test scores. The effects of errors inherent in small samples should also be considered by the user.

Test data can be interpreted meaningfully when the following factors are related to the test scores.

1) prior performance on similar tests

2) interest and personality profiles

3) records of attendance and participation

4) physical health

5) the home and community environment

6) teachers' accounts

7) instructional problems that the school itself may possess.

Examples of Misuse

1) using scores to label students (e.g., slow learner).

2) disregarding the possibility of test bias against some groups.

3) overemphasizing test scores.

Procedures for Monitoring Compliances

Los Angeles Unified School District uses the following to monitor test use:

1) printed detailed instructions for the use of each test.

2) inservice training for area staff and school test coordinators.

3) memos and bulletins.

Person to Contact for Additional Information

Name: Dr. Marilyn Burns, Assistant Director of Research and Evaluation
Organization: Los Angeles Unified School District
Address: 450 N. Grand Avenue, Room G265, Los Angeles, California 90012
Telephone Number: (213) 625-6207

Author or Sponsor: Jackson Public Schools, Jackson, MS

Testing Program Name:

Publication Title: Using Test Results in The Jackson Public Schools

Publisher and Year: Jackson Public Schools; Office of Management Services (no date).

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

To school systems and workshops

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
x (4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
x (9) Other: Performance profiles for individual students

Purpose and Overview

To provide teachers, administrators, and counselors with an understanding of standardized test terminology, of instructional uses of test results, an awareness of the dangers inherent in blind acceptance of test data, and suggestions for conducting parent conferences involving test results more effectively.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

None provided

TEST USE

Content Checklist

- x (1) purposes of testing
- ___(2) qualifications of test users
- ___(3) test selection
- ___(4) test administration
- ___(5) scoring tests
- x (6) interpreting test scores
- x (7) communicating test results
- ___(8) handling of test data
- x (9) other

Comments

Manuals for interpreting and using test results published by respective testing companies (CTB/McGraw Hill for California Achievement Tests and Psychological Corporation for Differential Aptitude Test and Metropolitan Readiness Tests) are recommended to constituencies.

Major purposes for testing as stated in this document are to develop student performance profiles and to meet the requirements of local, state and federal programs. Accordingly, one can be reasonably confident in these results when they are obtained from tests published by reputable major publishing companies employing item writers with sufficient expertise. The document also reviews different types of tests and scores, including how to interpret scores. Important cautions to observe and common misinterpretation to avoid when interpreting test scores follow:

(1) Standard score or scale score - the score by itself has no obvious intrinsic meaning; a referent is necessary.

(2) Percentile score - percentile has no reference to the percent of items answered correctly and it should never be presented as an "absolute"; it should be interpreted as the midpoint of a percentile band which extends some distance above and below the stated percentile and that the statistical probability that the pupils "true" score falls somewhere within the percentile band is great.

(3) Normal Curve Equivalents - NCE scores are approximately the same as percentile scores in the center of the range (near the 50th percentile) but considerable difference is apparent toward either end of the range.

(4) Grade Equivalent or Grade Placement scores - the concept underlying these scores assumes that achievement gain is a constant throughout all parts of the school year, excluding summer. Also, because these scores appear to be simple to understand, they are easily misunderstood. Basically a score should not be interpreted as the grade in which the pupil could function.

The discussion about communicating results to parents reinforces the idea that accurate interpretation of data should be coupled with an honest, friendly approach.

Examples of Misuse

1) Application of test data that is not properly interpreted.
2) Using standardized tests for determining teacher effectiveness.
3) Assigning pupil's grades based on his/her performance on a standardized test or making pass/fail decisions using those test results. Using a single standardized test result as a sole criterion in decision making.

Procedures for Monitoring Compliances

None provided

Person to Contact for Additional Information

Name: Wiley C. Thornton, Director of Pupil Assessment
Organization: Jackson Public Schools
Address: P.O. Box 2338, Jackson, Mississippi 39205
Telephone Number: (601) 355-2556

Author or Sponsor: *St. Louis Public Schools, St. Louis, MO

Testing Program Name:

Publication Title: Research and Evaluation: A Dialogue for Educators (Rede)

Publisher and Year: Division of Education, St. Louis City School District, 1979, 1980, and 1981.

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	___(5) Parents
x (3) Counselors	___(6) Other:

Distribution

To teachers, facilitators, and administrators.

Testing Application(s)

x (1) Admissions	___(4) Program evaluation	___(7) Certification
___(2) Placement	___(5) Credit by examination	___(8) Licensing
x (3) Guidance	x (6) Competency	x (9) Other: Achievement

Purpose and Overview

A Dialogue for Educators (Rede) is a series of newsletters designed to serve as a two-way communication between the Evaluation Division and educator.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

Memorandum from Robert L. Loveridge to principals and teachers concerning Cognitive Abilities Test results.

Memorandum from Robert L. Loveridge to teachers and school administrators concerning interpretation of California Achievement Test (CAT) reports.

CTB/McGraw-Hill, The CAT C & D Class Management Guide, USA, no date provided.

*Abstract was not reviewed by the organization.

TEST USE

Content Checklist

___(1) purposes of testing
_x_(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
_x_(6) interpreting test scores
_x_(7) communicating test results
___(8) handling of test data
_x_(9) other

Comments

The Rede newsletters review different types of testing and pertinent statistical terminology (types of scores). They also deal with preparing students for testing, communicating and interpreting results so that pupils and parents receive proper information.

The Division of Evaluation has undertaken an extensive inservice effort to promote the proper use of CAT results. Approximately 80 school staff members received 1 1/2 - 2 hours of inservice training. Three of four Area Offices requested and received a 4-session sequence for principals on interpretation and use of CAT scores. However, according to the division, much more inservice is needed. Not all testing is the responsibility of the Evaluation Division; psychological examiners are responsible for specialized purposes.

Examples of Misuse

Awareness of cultural bias in testing increased as St. Louis public schools became more involved with its Competency Based Education program. The school system lists the following as misuses of standardized tests:

1. Regarding a student's score as a precise measure of achievement.
2. Using a test that does not adequately reflect the content of the educational program.
3. Using a test score as sole criterion for making a promotion/retention decision.
4. Using a norm-referenced test as a mimimum competency measure.
5. Using tests too difficult or too easy for the population.
6. Using solely the results of a standardized test to diagnose curricular needs of individuals or groups.
7. Evaluating teacher competency based solely on standardized test results.
8. Using the same test score to select a student for a program and as a pretest measure.
9. Using inappropriate norms (e.g., using Fall norms for a Spring administration).

Procedures for Monitoring Compliances

St. Louis public schools try to promote valid uses of test results through documents and personal presentations to school staffs. Misuses are generalized in evaluation reports or memos; however, the division has no authority to monitor test usage.

Person to Contact for Additional Information

Name: Jerry M. Powers, Director of Division of Evaluation and Research
Organization: St. Louis Public Schools
Address: 911 Locust Street, St. Louis, Missouri 63101
Telephone Number: (314) 231-3720

Author or Sponsor: Eugene Public Schools, Eugene, OR

Testing Program Name: Minimum Standardized Testing Program

Publication Title: Standardized Testing Program for Elementary Grades Guidebook

Publisher and Year: School District 4J Eugene Public Schools, 1978.

Audience

___(1) Administrators
_x_(2) Teachers
_x_(3) Counselors
___(4) Candidates/Students
___(5) Parents
_x_(6) Other: Principals, Building Test Coordinators

Distribution

Not provided

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
_X_(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other

Purpose and Overview

To provide guidelines for persons who give and interpret district-adopted standardized tests in elementary grades and to improve the quality of the testing program in Eugene public schools.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided.

Related Publications

None provided

Content Checklist

___(1) purposes of testing
_x_(2) qualifications of test users
___(3) test selection
_x_(4) test administration
_x_(5) scoring tests
_x_(6) interpreting test scores
___(7) communicating test results
_x_(8) handling of test data
_x_(9) other

Comments

Throughout the text, references are made to APA Standards. An APA Standards reference points out the responsibilities of a test user. Other areas of the text discuss how students should be prepared for the tests as well as how the examiner should be prepared. Instructions for monitoring tests and a discussion of prior testing activities are included. A section briefly covers types of test scores and how they are interpreted. Since there are several types of scores, each may be suitable for a different purpose. The raw score is the number of test items answered correctly. One often wants to know how a raw score compares to another specific reference group. To do this, the raw score needs to be converted into some type of derived score. A percentile score, also known as percentile rank or just percentile, indicates the percentage of all the scores equal to or below a given raw score. Percentile scores are one of the easiest, most useful and meaningful scores for teacher use and for reporting results to parents. One should keep in mind that percentiles cannot be averaged. The standard score is used by a test publisher to convert a raw score into a score that is easier to use when looking at a student's score on a specific subtest across grade levels. Another useful derived score, the stanine, divides all the raw scores into nine (unequal) groups. Stanines 4, 5, and 6 are the middle or average stanines. In a normal distribution these contain 54 percent of the scores. Stanines 1, 2, and 3 comprise the lower 23 percent of the scores while stanines 7, 8, and 9 comprise the upper 23 percent of the scores. Information is also presented on preparing answer sheets for scoring and score reporting. The final section presents instructions for keeping student records.

Examples of Misuse

Using standardized, norm-referenced, survey achievement tests to evaluate teachers, to evaluate programs having unique objectives, to diagnose specific learning difficulties, or as a sole criterion for selection, placement, diagnosis or counseling during parent-teacher conferences.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Charles E. Stephens, Research Specialist
Organization: Eugene Public Schools - School District 4J
Address 200 North Monroe Street, Eugene, Oregon 97402
Telephone number: (503) 687-3483 Street

Author or Sponsor: School District of Philadelphia, Office of Research, Planning, and Evaluation of Testing Services, Philadelphia, PA

Testing Program Name: The Philadelphia City-Wide Testing Program

Publication Title: Guidelines to be Followed in the Administration of the Test and the Interpretation and Use of Test Data

Publisher and Year: The School District of Philadelphia (no date).

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	___(5) Parents
___(3) Counselors	x (6) Other: General

Distribution

This information is distributed annually to each school.

Testing Application(s)

___(1) Admissions	___(4) Program evaluation	___(7) Certification
___(2) Placement	___(5) Credit by examination	___(8) Licensing
___(3) Guidance	___(6) Competency	x (9) Other: General

Purpose and Overview

To inform teachers and test administrators how to prepare pupils for testing, how teachers prepare for administering tests, about practices that are acceptable and unacceptable, how to use and release test results, and how to maintain the security of tests and students reports.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

The School District of Philadelphia, Tenets of Standardized Testing, Pennsylvania, no date provided.

The School District of Philadelphia, The Development of Pupil's Test-Taking Skills, Pennsylvania, no date provided.

TEST USE

Content Checklist

___(1) purposes of testing
_x_(2) qualifications of test users
___(3) test selection
_x_(4) test administration
___(5) scoring tests
_x_(6) interpreting test scores
_x_(7) communicating test results
_x_(8) handling of test data
___(9) other

Comments

Development of instructional staff members' understanding of measurement is encouraged as well as their understanding of the tests they administer. Examiners are encouraged to develop the student's understanding of the purpose of testing and to familiarize the student with directions, item style, method of scoring, etc. The document warns the examiner and/or interpreter against overgeneralizing, not questioning inappropriate results, discussing secure items with parents and pupils, explaining results without having a full understanding of the scoring method used, not consulting with other sources when necessary. The public release of data usually occurs several months after schools receive their reports. Proper storage of tests and accurate inventories are emphasized.

Examples of Misuse

Coaching on actual content, use of real (secure) test items for homework or drill, teaching for the test, misinforming students about the results or the tests importance, using another form of a test for practice, helping students when help is not allowed, giving clues, reviewing actual tests after testing is completed, and idiosyncratic interpretations of test results are considered examples of misuse.

Procedures for Monitoring Compliances

Research associates and/or assistants visit schools and observe the testing sessions. Internal memos are prepared based on observer's worksheets.

Person to Contact for Additional Information

Name: Dr. Jules Grosswald, Director - Office of Research, Planning and Evaluation
Organization: Board of Education Building, Room 403
Address: 21st Street & The Parkway, Philadelphia, PA 19103
Telephone Number: (215) 299-7758

Author or Sponsor: Yakima School District, Yakima, WA

Testing Program Name:

Publication Title: Making Sense out of Achievement Test Scores

Publisher and Year: The Program Evaluation Center - Yakima Public Schools (no date).

Audience

x (1) Administrators	___(4) Candidates/Students
x (2) Teachers	x (5) Parents
x (3) Counselors	x (6) Other: News media

Distribution

To schools, parents, and news media.

Testing Application(s)

___(1) Admissions	x (4) Program evaluation	___(7) Certification
___(2) Placement	___(5) Credit by examination	___(8) Licensing
___(3) Guidance	___(6) Competency	x (9) Other: Achievement

Purpose and Overview

To help the reader interpret achievement test scores and report them in a meaningful way.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

Not provided

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	___(7) communicating test results
___(3) test selection	___(8) handling of test data
___(4) test administration	x (9) other
___(5) scoring tests	

Comments

According to the document, testing (using instruments that are approved by the school board) is conducted largely to measure student progress and to evaluate the effectiveness of educational programs. The Colemen Report and Jenck's reanalysis are cited for background factors that appear to have an impact on test scores. The types of scores that Yakima schools have elected to receive from test publishers are defined and examples of interpretation are provided. Each of the following types of scores presents information about achievement in different ways.

(1) raw scores are not used to interpret or compare achievement, the development of scores for interpretive or comparative purposes involves the administration of the test to a representative group of students across the nation and the statistical manipulation of the raw scores.

(2) a scaled or standard score is the statistical transformation of a norm group raw score to a point on an equal interval scale; these scores by themselves are not very helpful in interpreting achievement.

(3) percentile ranks are frequently used in interpreting and comparing the achievement of both individuals and groups; because of the technical problems associated with standard error of measurement, percentile ranks most accurately represent achievement when presented as bands or ranges of scores, rather than as single scores.

(4) stanines or quartiles are statistical groupings of norm group scores; these score distributions are very useful ways of interpreting and comparing achievement because they imply expectations based on the performance of representative national samples.

The results can be used by students to judge their own performance, by parents who want to provide home-oriented educational opportunities, and by teachers to assess areas in which students may be weak or strong.

Examples of Misuse

1. Expecting achievement tests to adequately measure the achievement of educational objectives.
2. Expecting achievement tests to adequately measure the impact of instructional programs.
3. Expecting achievement tests to match the curriculum of a school district very closely.

Procedures for Monitoring Compliances

No documentation

Person to Contact for Additional Information

Name: Daniel J. Organ, Director - Program Evaluation Center
Organization: Yakima School District #7
Address: 104 North 4th Avenue, Yakima, WA 98902
Telephone Number: (509) 575-3297

State Departments of Education

1. Missouri Department of Elementary and Secondary Education
2. Nebraska Department of Education*
3. New Jersey Department of Education
4. Oregon State Department of Education
5. West Virginia Department of Education

*Abstract was not reviewed by the organization.

Author or Sponsor: Missouri Department of Elementary and Secondary Education

Testing Program Name: Missouri Statewide Testing Program

Publication Title: Missouri Statewide Assessment Project: A Guide for Interpretation and Utilization of Assessment Data

Publisher and Year: Missouri State Department of Elementary and Secondary Education (no date).

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

Some are sent with test materials and others are sent on receipt of a request.

Testing Application(s)

___(1) Admissions
___(2) Placement
x (3) Guidance
x (4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
x (9) Other: Assessment

Purpose and Overview

This publication was written to assist local school districts in interpreting the test results received from the Missouri Statewide Assessment Project.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

Missouri Department of Elementary and Secondary Education, Missouri KIDS Guidebook, Missouri, 1977.

Missouri Department of Elementary and Secondary Education, Missouri Statewide Testing: The Sixth Grade Report-Use of Test Results, Missouri, no date.

Missouri Department of Elementary and Secondary Education, Missouri Statewide Testing: The Fourth Grade Report, Missouri, no date.

Science Research Associates, Inc. Missouri Statewide Testing Program: Interpretive Brief, USA, 1976.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	x (7) communicating test results
___(3) test selection	___(8) handling of test data
x (4) test administration	___(9) other
___(5) scoring tests	

Comments

The Missouri Statewide Educational Assessment is an effort to determine present levels of knowledge skills, and attitudes possessed by groups of students in accordance with a defined set of goals and objectives.

When the Missouri Statewide Assessment instrument is administered to a statewide random sample of students, each student takes only one of the test booklets. This procedure shortens testing time and provides valid statewide assessment information.

Only group data are collected. Data are summarized by goal, sub-goal, number of objectives in the subgoal, number of objectives tested, number of items referenced to a sub-goal, "school frequency right" for all items of each subgoal, "school frequency wrong," "school P-value" or percent of correct responses for all items of each subgoal, "school percent wrong," "state P-value" or percentage of correct responses from statewide random sample of responses from students, and "sub-goal P-value difference" or the difference between school sub-goal P-value and the state sub-goal P-value. The summary of data by item includes identification of the goal - sub-goal objective, a description of each item, school frequency right, school frequency wrong, school P-value, school percent wrong, state P-value, and item P-value difference. Assessment data may be used to help identify curricula strengths and weaknesses. P-value data may be used to detect trends in student achievement over time.

The first step in reporting assessment information is to inform the district school board of the assessment and return of the results from the Department of Elementary and Secondary Education. A general staff orientation session is recommended to acquaint staff with goals and objectives which form the basis of the assessment test. The interpretive results of the assessment may be shared with parents after the school board has reviewed them and taken action on the resulting recommendations. After board consideration and action, the school district is in a position to make an interpretive news release available to local media.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: Dr. Charles D. Oviatt, Acting Director, Pupil Personnel Services
Organization: Missouri Department of Elementary and Secondary Education
Address: P. O. Box 480, Jefferson City, Missouri 65102
Telephone Number: (314) 751-3545

Author or Sponsor: *Nebraska Department of Education

Testing Program Name:

Publication Title: The Nebraska Blueprint for School Assessment Programs

Publisher and Year: Nebraska State Department of Education, 1978.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
x (4) Candidates/Students
x (5) Parents
x (6) Other: General

Distribution

Generally available through the Nebraska Department of Education

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
x (9) Other: General assessment

Purpose and Overview

To be used as a reference in planning, developing, evaluating, reviewing, and managing local assessment programs.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided

Related Publications

Not provided

*Abstract was not reviewed by the organization.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
x (2) qualifications of test users	x (7) communicating test results
x (3) test selection	x (8) handling of test data
x (4) test administration	x (9) other
x (5) scoring tests	

Comments

The Nebraska Department of Education recommends to its constituencies Standards for Educational and Psychological Tests by APA, Guide For School Testing Programs by the National Council on Measurement in Education, and Essentials of Psychological Testing by Lee J. Cronbach.

Two broad purposes for testing are to satisfy accountability requirements and for diagnosis. Choice of tests, their scheduling, and their specific uses and intended audiences are included in the assessment program's documentation. The overall responsibility for the assessment program lies with the district school board and the superintendent.

Two general catagories of the assessment information involve forecasting performance and measurement of past and present progress. The measurement tools for assessment are classified into three groups: tests of general ability, tests of special abilities, and tests of typical performance.

The assessment committee responsible for planning should represent teachers, parents, administrators, and counseling or testing personnel. The committee develops an item-by-item form covering varied information available on each test or technique. Test administration technique should be systematically taught, learned, and relearned each year. An outline of the content of inservice sessions for administering specific tests or assessment techniques is provided. An example of an examiner's checklist is also included.

Types of scoring methods, types of scores (raw scores, percentiles, standardized scores, and criterion scores), and the meaning of these scores along with types of record keeping are contained in volume II. The fundamental unit of record is the individual cumulative file which contains all information obtained from measurement, and other information documenting the individual's growth. Separating the record into an administrative and psychological file provides some protection of privacy as the psychological file would be open only to restricted persons.

It is recommended that when reporting results the audience be identified and the explanatory information prepared in a manner suitable for that audience. The following general guidelines are provided in the text.

Comments (continued)

(1) Look for usual performance as well as unusual performance.

(2) Look for trends or patterns.

(3) Don't overemphasize small differences.

(4) Don't anticipate results.

(5) Balance judgments with other empirical evidence whenever possible.

(6) Note interesting findings.

Volume III of the document provides technical information about reliability, validity, different test publishers and tests, information sources, and methods for various computations (e.g., calculation of standard scores).

Examples of Misuse

Unfairly obtained data (using a test discriminating against an individual on the basis of background or physical handicap) would be misinformation causing mistakes in judgment that may result in miseducation of the individual.

Procedures for Monitoring Compliances

Not provided

Person to Contact for Additional Information

Name: M. Anne Campbell, Commissioner of Education
Organization: Nebraska Department of Education
Address: Box 94987, 301 Centennial Mall South, Lincoln, Nebraska 68509
Telephone Number: (402) 471-2295

Author or Sponsor: New Jersey Department of Education (Bureau of State Educational Assessment and Evaluation)

Testing Program Name: New Jersey Minimum Basis Skills Testing Program

Publication Title: A Guide for Local District Testing Programs

Publisher and Year: New Jersey State Department of Education, 1980.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___(4) Candidates/Students
___(5) Parents
x (6) Other: County office staff

Distribution

Available through the New Jersey State Department of Education Division of Research, Planning, and Evaluation.

Testing Application(s)

___(1) Admissions
x (2) Placement
x (3) Guidance
x (4) Program evaluation
___(5) Credit by examination
x (6) Competency
___(7) Certification
___(8) Licensing
x (9) Other: Basic Skills

Purpose and Overview

To provide local educational agencies and county office staff with information and specific guidelines on the development, maintenance, and evaluation of local district testing programs.

Revisions Planned

x (1) No
___(2) Yes, Date Available:

Related Publications

New Jersey State Department of Education, Occasional Papers in Education: The New Jersey Minimum Basic Skills Testing Program, New Jersey, 1980.

New Jersey State Department of Education, Occasional Papers in Education: A Guide for Local District Testing Programs, New Jersey, 1980.

New Jersey State Department of Education, New Jersey Minimum Basic Skills Testing Program (each year from 1977-78 to present) School District Guidelines: How to Interpret and Use the Student Roster and Individual Student Report, New Jersey, 1980.

New Jersey State Department of Education, New Jersey Minimum Basic Skills Testing Program (each year from 1977-78 to present) School District Guidelines: How to Interpret and Use the Class, School and District Summary Reports, New Jersey, 1980.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	x (7) communicating test results
x (3) test selection	___(8) handling of test data
x (4) test administration	___(9) other
x (5) scoring tests	

Comments

Guidelines for the New Jersey local school district testing programs are divided into three groups: (1) general testing guidelines, (2) test selection and development criteria, and (3) test results guidelines.

In summary, all students should be assessed on all state goals at least once every five years. Each district's testing program must be uniform within grade levels and should be developed in a manner consistent with appropriate test practice.

The purposes for testing are to obtain data for making decisions regarding individual student's screening, selection/placement, individual needs assessment/diagnosis, assessment of individual pupil progress, and individual pupil evaluation, also for program planning improvement, and evaluation.

Guidelines for test selection and development include examining the purpose of the test, evidence of validity and reliability, and availability of current norming data.

All staff using test results should be given in-service training. The results of all testing programs must be made available to students and their parents or legal guardian and to the public. Each student's permanent record file must contain results from formal testing programs.

The advantages and limitations of certain test scores follow:

(1) raw scores are easy to calculate but provide limited information when isolated from other data:

(2) a percentile rank can vary greatly according to the reference group used in calculating that percentile; a difference of several percentiles should be given greater consideration at the extremes of the distribution than near the middle; percentile ranks must not be added, subtracted, multiplied, or divided.

(3) stanine scores were designed to represent ranges of performance rather than specific values

(4) Normal Curve Equivalents (NCEs) are standard scores which represent equal intervals at all points of the measurement scale - this allows for aggregation and averaging of results.

Comments (continued)

(5) Grade equivalents should not be used.

(6) The percent correct score is applicable where individual student performance is considered to be independent of how other students perform.

(7) Scaled scores are scores transformed into an equal interval scale.

Some cautions to exercise when interpreting scores follow:

(1) Recall the purpose and decision for testing.

(2) Refer to a mastery level or performance norm.

(3) Make sure the test is reliable.

(4) Consider the ability or achievement of the entire group tested.

(5) Know the standard error of the test and how to use it.

Examples of Misuse

Not provided

Procedures for Monitoring Compliances

It is recommended that a committee or representatives from groups involved in program development conduct a periodic evaluation of all aspects of the testing program.

Person to Contact for Additional Information

Name:	Stephen L. Koffler, Director, Bureau of State Educational Assessment and Evaluation
Organization:	New Jersey Department of Education
Address:	225 W. State Street, Trenton, NJ 08625
Telephone Number:	(609) 292-5180

Author or Sponsor: Oregon State Department of Education

Testing Program Name:

Publication Title: Oregon Administrative Rules

Publisher and Year: Oregon Department of Education, 1979.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

Local school districts; general distribution

Testing Application(s)

___(1) Admissions
x (2) Placement
x (3) Guidance
x (4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other

Purpose and Overview

To provide information concerning particular statutes of the state of Oregon related to special education and related services.

Revisions Planned

___(1) No
___(2) Yes, Date Available: Information not provided.

Related Publications

Oregon Department of Education, Qualified Psychological Examiner: An Interpretation by the Special Education Staff, Oregon, May 1979.

TEST USE

Content Checklist

x (1) purposes of testing	x (6) interpreting test scores
___(2) qualifications of test users	x (7) communicating test results
___(3) test selection	___(8) handling of test data
___(4) test administration	x (9) other
___(5) scoring tests	

Comments

Guidelines for Selecting Basic Skills and Life Skills Tests, Northwest Regional Educational Laboratory, 1980 and Manual on Testing, Northwest Evaluation Association, 1977 are recommended to constituencies.

A child's eligibility to receive special education and related services is determined by using a mimimum criteria for particular areas of impairment or types of handicaps. Tests may be used to assist in making decisions about the effectiveness of school programs, to assist in determining the attainment of specific educational objectives, and to provide information to the students about themselves, to parents and to the school staff for program development decisions. When results are communicated to the child's teacher, school district representative, the child's parents, and the child (when appropriate) every effort should be made to ensure effective communication. It is recommended that parents be involved in the child's program whenever possible. Confidential records are maintained in accordance with Section 617(c) of the Education of the Handicapped Act (20USC1417(c)) as amended by Section 5 of the Public Law 94-142.

Examples of Misuse

Using tests of intelligence, ability, achievement, or aptitude as a sole criterion for placement of students in educational groups or tracks.

Procedures for Monitoring Compliances

Questions concerning the proper administration of the school laws and rules of the Oregon State Board of Education may be submitted to the county's superintendent; the inquiry may be relayed to the Superintendent of Public Instruction who may seek advice from the Attorney General if necessary.

Person to Contact for Additional Information

Name: R. B. Clemmer, Coordinator for Research, Assessment and Evaluation
Organization: Oregon State Department of Education
Address: 700 Pringle Parkway SE, Salem, OR 97310
Telephone Number: (503) 378-1287

Author or Sponsor: West Virginia Department of Education

Testing Program Name: West Virginia State-County Testing Program (SCTP)

Publication Title: Interpretation and Use Handbook

Publisher and Year: West Virginia Department of Education, 1980.

Audience

x (1) Administrators
x (2) Teachers
x (3) Counselors
___ (4) Candidates/Students
___ (5) Parents
___ (6) Other:

Distribution

To school personnel in the state, at professional organization meetings, and in general mailings.

Testing Application(s)

___ (1) Admissions
___ (2) Placement
x (3) Guidance
x (4) Program evaluation
___ (5) Credit by examination
___ (6) Competency
___ (7) Certification
___ (8) Licensing
x (9) Other: Instructional improvement

Purpose and Overview

This text provides a description of the West Virginia State-County Testing Program, the types of scores reported, and test reports and discusses uses of test scores.

Revisions Planned

___ (1) No
x (2) Yes, Date Available: June, 1984.

Related Publications

West Virginia Department of Education, Group Right Response Record Workbook, West Virginia, 1981.

TEST USE

Content Checklist

- x (1) purposes of testing
- ___ (2) qualifications of test users
- ___ (3) test selection
- ___ (4) test administration
- ___ (5) scoring tests
- x (6) interpreting test scores
- ___ (7) communicating test results
- ___ (8) handling of test data
- ___ (9) other

Comments

The West Virginia State-County Testing Program obtains data on students' interests, scholastic ability, and academic achievement for students, parents, and educational personnel.

The types of scores reported are raw scores, percentile ranks, stanines (for both Cognitive Abilities Test and Comprehensive Tests of Basic Skills/form S), and expanded standard scores (scale scores) for the CTBS/S.

Expanded standard scale scores enable the user to plot a student's or group of students' progress from the beginning of school through grade 12. The progress of two students or groups of students may be compared over the same period of time even though they may not have started or ended the period at the same level of achievement. Expanded scale scores also can be used to measure growth in basic skills for students on nongraded programs.

In general, test scores may be used to identify students' deficiencies in certain types of skills, to counsel students, to evaluate instruction, and to evaluate curriculum.

Examples of Misuse

1) using test results as a basis for total evaluation of instruction.

2) interpreting a score for an individual without considering all that may be known about the individual.

3) using expanded scale scores to make comparisons between academic subjects or subtests.

Procedures for Monitoring Compliances

Although procedures for monitoring test use or misuse are not documented, the West Virginia Department of Education attempts to train people in interpretation of tests through various workshops. Also, county personnel act as liaisons for the department.

Person to Contact for Additional Information

Name:	Thomas G. Montebell, Coordinator of Student Testing
Organization:	Building 6, Room B-057, West Virginia Department of Education
Address:	1900 Washington Street, East, Charleston, WV 25305
Telephone Number:	(304) 348-3230

Appendix A

Survey Letter and Questionnaire

March 25, 1981

Over the past several years, professional associations and agencies that develop and/or sponsor standardized testing programs have felt an increasing need to define more clearly appropriate uses for tests and to develop safeguards to prevent misuses. In response, many organizations have developed or revised guidelines for appropriate test use. A widely known example of such a document is the Standards for Educational and Psychological Tests, prepared by a joint committee of the American Psychological Association, American Educational Research Association, and the National Council on Measurement in Education.

ETS shares with the various organizations involved in testing the concern that the issues of appropriate test use are neither fully understood nor effectively communicated to all parties. I am currently collecting published guidelines on appropriate test use from test publishers, sponsors, developers, users, and concerned publics. I am interested in guidelines that pertain to the various testing applications (e.g., selection and prediction, assessment and evaluation, placement, credit by examination, and certification and licensing). An outcome of this project will be an annotated bibliography of existing published statements, which I will be pleased to share, when it is available.

I would appreciate your cooperation in this effort. Please send me any published statements on appropriate test use that you provide to your constituencies. If you refer your constituencies to guidelines published by others, please identify your sources. If you provide a number of publications, please send only a representative selection. For example, if you provide general guidelines that apply to all programs as well as specific guidelines for each program that you offer, please send a copy of the general guidelines and a sample of the most recent and comprehensive guidelines for a specific program. If these are priced publications, I would be happy to purchase them, if you will let me know the cost. A return address label is enclosed for your convenience.

Finally, I ask your cooperation in filling out the attached brief questionnaire to provide me with background information about your publications. I also would like to invite your comments regarding the issues of test use. If this request should be addressed to someone else in your organization, I would appreciate it if you would forward the questionnaire to him or her. Please let me hear from you by April 20.

If you would like further description of this project, please feel free to contact me at 609-734-1755.

Thank you for your assistance.

Sincerely yours,

David Weiss
Project Director

DW:

Attachments

Background Information on Guidelines for Test Use

1. Name of Organization:_____

   Street Address:_____

   City:_____ State:_____ Zip:_____

2. List titles of guidelines published by your organization on appropriate test use. (If you need more space, please feel free to use separate pages.)

   PLEASE SEND ME A COPY OF EACH OF THE PUBLICATIONS LISTED ABOVE.

3. List any guidelines that are published and distributed by another agency and that you recommend to your constituencies.

   Title:_____

   Publisher or Distributor:_____

   Date:_____

   Title:_____

   Publisher or Distributor:_____

   Date:_____

4. Are you in the process of revising your guidelines?

   _____ NO _____ YES If yes, please describe the nature of the changes you are making and indicate when the new publication will be available.

5. Describe the audience (e.g., composition and size) for whom the guidelines are intended and your procedures for distributing them (e.g., frequency, delivery mode).

6. a) Describe any procedures you use to monitor test use or misuse. Please use additional pages if you need more space.

b) Are these procedures documented?

_____ NO _____ YES (Please send me a copy of this documentation.)

7. Please provide the name of a person I may contact for further information.

Name:_____

Title:_____

Telephone No. (____)_____

Please feel free to include any additional comments.

Return questionnaire to: David Weiss
Educational Testing Service
Rosedale Road (T189)
Princeton, NJ 08541

Appendix B

Abstract Form

Author or Sponsor:

Testing Program Name:

Publication Title:

Publisher and Year:

Audience

___(1) Administrators
___(2) Teachers
___(3) Counselors
___(4) Candidates/Students
___(5) Parents
___(6) Other:

Distribution

Testing Application(s)

___(1) Admissions
___(2) Placement
___(3) Guidance
___(4) Program evaluation
___(5) Credit by examination
___(6) Competency
___(7) Certification
___(8) Licensing
___(9) Other:

Purpose and Overview

Revisions Planned

___(1) No
___(2) Yes, Date Available:

Related Publications

TEST USE

Content Checklist

___(1) purposes of testing
___(2) qualifications of test users
___(3) test selection
___(4) test administration
___(5) scoring tests
___(6) interpreting test scores
___(7) communicating test results
___(8) handling of test data
___(9) other

Comments

Examples of Misuse

Procedures for Monitoring Compliances

Person to Contact for Additional Information

Name:
Organization:
Address:
Telephone Number:

Appendix C

Abstract Review Request

August 16, 1982

Dear

During 1981 you responded to our request to provide us with any published guidelines on appropriate test use that your organization provides to its constituencies. An overview of the project is enclosed. We are now in the process of preparing an annotated bibliography of the materials we have received. Enclosed you will find a first draft of an abstract of the materials you send us. We would appreciate your review of this abstract to determine if we have accurately described the document you provided. If you provided us with more than one document we identified and abstracted the one that seemed the most comprehensive. If you do not agree with our judgement, please let us know.

We are especially interested in your comments regarding the "Content Checklist" and "Comments" sections of the abstract. In the "Content Checklist" we have attempted to categorize the statements made about test use and tally the ones emphasized in your publication. A list of the definition of these content areas is enclosed. The "Comments" section is intended to provide the reader with brief statements that characterize the test use guidelines covered in your publication. Although these statements are not intended to be comprehensive, and are necessarily brief, we want to be certain that they are a fair and accurate representation of the document you provided.

We appreciate your assistance with the review and would like to receive your comments by August 31. We would like very much to have your comments, however, if we do not hear from you by August 31 we will assume the abstract meets with your approval. We will be glad to send you a copy of the bibliography when it is complete.

Please don't hesitate to call me at (609) 734-1457 if you have any questions.

Sincerely,

Sandra Costello
Assistant Project Director

SC:ns

enclosures

COLLECTION AND ANNOTATION OF WRITTEN GUIDELINES FOR TEST USE

PROJECT OVERVIEW

The issues involved in appropriate test use and interpretation have received considerable public attention in recent years. The purpose of this project is to document the attention given to these issues by the various organizations, agencies, associations concerned with standardized testing. The primary focus of the project is on educational testing applications (e.g. selection and prediction, assessment and evaluation, placement, guidance) with a secondary focus on occupational certification and licensing.

Organizations will be contacted to request copies of published statements on test use that they provide to their membership or clients. Widely known examples of such statements include the following:

Standards for Educational and Psychological Tests - prepared by a joint committee of the American Psychological Association, American Educational Research Association and the National Council on Measurement in Education.

Responsibilities of Users of Standardized Tests - prepared by the American Personnel and Guidance Association.

Guidelines on the Use of College Board Test Scores and Related Data - prepared by the College Board.

A sample of approximately 500 organizations will be contacted. These will include test publishers, test sponsors and developers, educational associations, state offices for testing, and school district offices of testing. In addition to providing published statements, organizations will be asked to complete a brief questionnaire. The information that is collected will be analyzed to produce a descriptive summary and an annotated bibliography of published statements on test use. These products should be useful references for those concerned with standardized testing.

Definition of Items In the Content Checklist

1. Purposes of testing - statements regarding the importance of defining in advance the rationale for using a specific test in a given situation.
2. Qualifications of test users - statements regarding the background or expertise of those individuals purchasing, administering and/or interpreting tests.
3. Test selection - statements identifying criteria and/or procedures for selecting tests.
4. Test administration - statements regarding conditions for insuring that uniform procedures are followed when tests are administered (standardization).
5. Scoring tests - statements of procedures for accurate and consistent scoring, recording, and reporting practices.
6. Interpreting test scores - statements regarding how to assign value to test scores and statements on how and when to use scores in decision-making.
7. Communicating test results - statements regarding the appropriate procedure for reporting scores, including what information and to whom.
8. Handling of data - statements dealing with confidentiality, informed consent, and data obsolescence.
9. Monitoring compliance with guidelines - statements regarding procedures for monitoring compliance with guidelines, handling complaints and resolving disputes.

Alphabetical Index of Abstracts

1. The American College Testing Program 17
2. American Federation of Teachers 61
3. American Personnel and Guidance Association 65
4. American Psychological Association 69
5. CTB/McGraw-Hill 21
6. The College Board 23
7. Educational Records Bureau 27
8. Educational Testing Service 31
9. Eugene Public Schools, Eugene, Oregon 119
10. The Graduate Management Admission Council 35
11. The Graduate Record Examinations Board 37
12. International Reading Association 73
13. Jackson Public Schools, Jackson, Mississippi 111
14. The Law School Admission Council 41
15. Los Angeles Unified School District, Los Angeles, California 107
16. Mathematical Association of American 75
17. Mesa Public Schools, Mesa, Arizona 105
18. Missouri Department of Elementary and Secondary Education 127
19. National Association for Foreign Student Affairs 79
20. National Committee for Citizens in Education 81
21. National Council on Measurement in Education 85
22. National Education Association 87
23. National Institute of Education 91
24. National Parent Teacher Association 95

Alphabetical Index (cont.)

25. The National Teacher Examinations Policy Council 43
26. Nebraska Department of Education 131
27. New Jersey Department of Education 135
28. Northwest Regional Educational Laboratory..... 99
29. Oregon State Department of Education 139
30. The Psychological Corporation 45
31. The Riverside Publishing Company 49
32. Scholastic Testing Service, Incorporated 53
33. School District of Philadelphia, Philadelphia, Pennsylvania 121
34. Speech Communication Association 101
35. St. Louis Public Schools, St. Louis, Missouri 115
36. The Test of English as a Foreign Language Policy Council 57
37. West Virginia Department of Education 141
38. Yakima School District, Yakima, Washington 123